

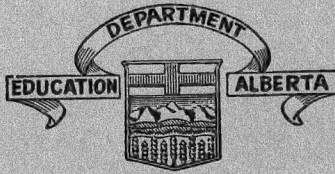
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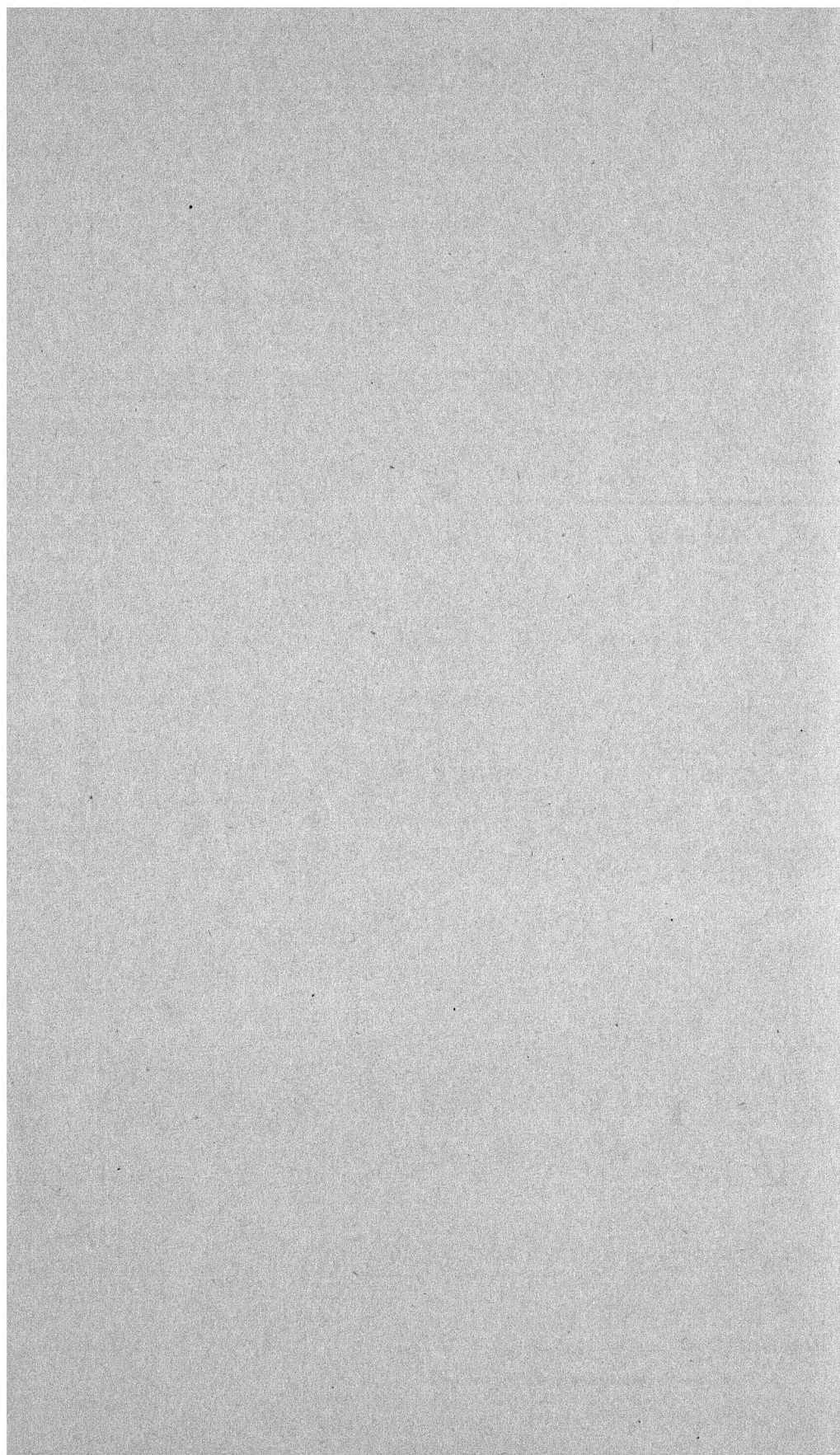
THIRTY-NINTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA

1944

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
PRINTED BY A. SHNITKA, KING'S PRINTER
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Edmonton, December 31st, 1944.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report
of the Department of Education for the year 1944.

I remain, Sir,

Your obedient servant,

R. E. ANSLEY,

Minister of Education.

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Report of the Deputy Minister

THE HONOURABLE RONALD EARL ANSLEY,
Minister of Education,
Edmonton, Alberta.

SIR:

I have the honour to submit herewith the thirty-ninth annual report of the Department of Education and my tenth as Deputy Minister. As usual, complete reports of the heads of Branches of the Department are included. In this way details of the various activities carried on during the year are presented not only as a matter of record, but as the best commentary on the philosophy underlying Departmental leadership. I shall take occasion later in this report to refer to some of these in the hope that any persons in search of information as to our procedures may find therein the material they seek.

Early in the year the HONOURABLE SOLON LOW, who had been Minister for slightly more than a year, was chosen as the National leader of his party. It soon became apparent that he would be unable to continue as administrative head of a Department. In his stead, the Premier selected you, Sir, to be the eighth in the list of able and devoted men who have headed the Department of Education in this Province. My somewhat extended experience as a member of this Department enables me to assure you of the understanding, industry and loyalty of your staff.

In January, Dr. William Grant Carpenter, who had been Director of Technical Education for nearly twenty years and Principal of the Provincial Institute of Technology for a considerable part of that time, retired from that post. In these capacities Dr. Carpenter had done a notable piece of work, which resulted in a widespread, soundly based programme of industrial education.

In the summer Mr. Vernon H. Shaw, who had been a member of the Departmental staff for twenty-five years, reached the age of retirement and completed his work in December. Mr. Shaw had been trained as a lawyer. His services in the interpretation of the existing laws, the preparation of new legislation and care of difficult correspondence made him one of the most valuable of the senior members of the staff. Both he and Dr. Carpenter carry with them to retirement the good wishes of scores of trustee boards, teachers and citizens generally. In November there occurred quite unexpectedly the death of Mr. Lorne Good, Superintendent of Foothills School Division, after nearly fifteen years of service. Mr. Good was still quite a young man, and his associates expected many additional years of activity on his part. The quality of his work, both as a teacher and a supervisor, was outstanding. New appointments were made during the year as follows: A. P. Tingley of the Edmonton staff was appointed Supervisor of General Shop, and Miss Jeanette Hinman of Cardston was made Supervisor of Household Economics for the Province. Due to the shortage of teachers

and difficulty in getting needed supplies, these supervisors have had a heavy year.

This year also saw the return of several of the Departmental staff from the armed services. Major W. E. Frame, formerly a High School Inspector, joined the inside staff as assistant to the Chief Inspector. F/L J. F. Swan, who at the time of his enlistment was Superintendent at Bonnyville, was appointed to the position of Secretary of the Department. F/O J. W. Chalmers returned to his former position as Director of the Correspondence School Branch. Squadron Leader A. A. Peebles returned to the Aeronautical Department of the Institute of Technology. Messrs. A. W. Reeves, E. G. McDonald, I. A. Goresky and H. S. Baker were all released from the R.C.A.F., and resumed their former work. The return of these experienced men will, during the coming year, greatly strengthen all branches of the Department's work. The R.C.A.F., which had occupied the premises of the Edmonton Normal School as an Initial Training School since 1941, withdrew in November. The building will be redecorated and re-occupied with the opening of the 1945 Summer School.

It is expected that this building will then become the headquarters of the Faculty of Education, housing in addition practice classes representing Grades I-XII. A complete description of the plans for the integration of all teacher-training in Alberta will be found in the report of the Supervisor of Schools.

WESTERN PROVINCES UNITE TO TRAIN VOCATIONAL TEACHERS

In January, the four western provinces united to establish a Vocational Training School for vocational teachers who would be suitable for employment on the Rehabilitation programme for discharged persons under the Dominion-Provincial War Emergency Training Programme. Each province was responsible for the selection of its own personnel. Two courses were held, resulting in the training of approximately 75. Incidentally, this school provided a demonstration of the possibilities of inter-provincial co-operation.

During the fall, Mr. H. P. Moffatt, Assistant Superintendent of Education for Nova Scotia, made a comparative study of such matters as the percentage of total provincial expenditure used for Education and such like matters. The table given below sets out his findings:

Province	Year	Percent of total Prov. Expenditure used for Education	Percent of Education Expenditure provided by Prov. Govt.	Per Capita Expenditure on Education	Expenditure per pupil in average daily attendance
Nova Scotia	1943-44	14.4	36.2	10.57	68.28
P.E.I.	1942-43	15.1	62.1	6.90	49.56
N.B.	1942-43	9.6	26.3	8.33	58.80
Quebec	1941-42	11.0	18.2	13.03	75.17
Ontario	1942-43	12.6	21.3	14.40	95.81
Manitoba	1942-43	10.5	20.3	13.17	96.51
Sask.	1942-43	12.8	23.0	16.68	109.27
Alberta	1943-44	22.3	31.7	20.42	126.98
B.C.	1942-43	11.0	31.5	13.53	118.39

From this it is apparent that the willingness of the people of Alberta to support a progressive programme of education is not surpassed by any other province.

THE CANADIAN YOUTH COMMISSION

The Deputy Minister was selected as a member of the Canadian Youth Commission. Later the Commission asked him to undertake a study of education from the standpoint of youth from 15 to 24 years of age. The following were named to the Committee; Dr. Kenneth F. Argue, Mr. Leonard Bercuson, Rev. Fr. Joseph Fortier, Hon. Solon E. Low, Mr. A. A. O'Brien, Mr. R. M. Putnam, Mr. Reg. T. Rose, Mr. Joe H. Ross and Dr. W. H. Swift.

This body then undertook a survey of youth opinion to determine "What Canadian Youth Thinks of its Education." At the close of the year the first draft of the Committee's report was ready. Excerpts from the foreword of this draft will indicate the scope of the work done.

"This is the story of youthful opinions about the education which the holders of these opinions received in intermediate and secondary schools all across Canada during the past ten or twelve years. Approximately 1,200 young Canadians between the ages of 15 and 24 from all the provinces, from the Armed Services and civil life, from farms and factories, both young men and young women, workers in mine pits and students in universities, housewives and clerks in government offices completed a questionnaire containing nearly thirty inquiries. The first chapter in this report summarizes and interprets the answers to these inquiries. In addition to these, the Committee received not less than 125 briefs on the subject of Education, prepared after much discussion by organized groups of young people representative of the churches, Protestant, Roman Catholic and Jewish, as well as Hi-Y clubs, junior farm organizations, R.C.A.F. stations, Army Training centres and clubs for the study of political questions. It would be fair to assume that these briefs represent on the aggregate many more young people than the number who answered the questionnaire. . . . The Canadian Institute of Public Opinion, now familiarly known as the Gallup Poll, conducted a survey of youth opinion for the Canadian Youth Commission. This survey contained five questions concerning the education which the young people interviewed had experienced. The Gallup Poll interviewers talked with from twelve to fifteen hundred more. . . . The Commission also made use of the technique known as the intensive interviews, using specially trained and experienced interviewers. A very comprehensive form of inquiry was drafted and used as the basis for an interview with upwards of 200 carefully selected and representative young people."

"It is no exaggeration to say that never before has any attempt of comparable magnitude been made to secure the opinions of Canadian youth. These are the people who are going to carry on in post-war Canada, and how they feel, what they think and what they would like to see happen are all important."

THE SCHOOL BOOK BRANCH

This Branch of the Department has now passed the thirtieth year of its activity. Each year a brief statement of the work of the Branch is submitted by the Manager, W. H. Noble. Behind this statement is a story of great human interest. From a turnover of a few hundred dollars to more than a quarter of a million annually suggests careful planning, hard work and a thorough understanding of the book business. The story of the School Book Branch is the story of the singleness of purpose and vision of William H. Noble. The figures given in Table 33 tell something of the effectiveness of his work. His ambition has been to serve teachers and pupils promptly with the texts required for their work and to get more and more books into the schools for the pleasure reading of the children. It is expected that for the current year the volume of business done by the Branch will exceed \$300,000.

STATISTICS

The total registration of pupils continues to decline. In the year 1943-44 this figure was 151,985. Ten years ago there were 172,040 children in school, a decrease of more than 20,000. From this it would appear that so far as capital costs are concerned, our problems for the next decade will be those of replacement, not expansion.

It has been said that Education must have some plums in the form of highly paid positions before it can hope to attract to its service the best brains of its youth. The truth of this statement can be realized when one considers that of the 6,500 teachers employed in Alberta last year, less than 125 received salaries of \$3,000 or more.

In spite of this, the cost of education per pupil for each day in attendance continues to increase. In the year under review this cost was .466 per pupil for each day in attendance. Ten years ago the cost was .337.

ITEMS OF SPECIAL INTEREST

Attention is called to three statements in the report of the Supervisor of Schools, viz.: Vocational Agriculture and Community High Schools; Special Courses for Discharged War Service Personnel; Teacher Training. In the report of the Chief Inspector the following should be noted: statements concerning teacher supply; dormitories; conveyance; High School instruction, and the reports of the Supervisors of Shop and Household Economics. Reports of the Provincial Institute of Technology and of the Correspondence School Branch also merit attention.

THE C.N.E.A.

The annual meeting of the Canada and Newfoundland Education Association was held in Toronto in October, 1944. Alberta was represented by Dean LaZerte of the Faculty of Education, the Superintendent of Edmonton Public Schools, the Chief Inspector, the Deputy Minister, Lt.-Col. H. E. Balfour on leave to the Army, Mrs. A. M. Curtis of the Alberta Federation of Home and School, and J. H. Ross, Regional Director, Canadian Vocational Training. At this meeting Dr. W. H. Swift, Chief Inspector of Schools, reported on the development which has taken place in Alberta where the whole rural area is now served by school divisions. At the 1943 meeting of the Association, the members of the Executive constituted themselves as an Educational Policies Committee to publicize the Survey Report and to encourage provincial departments of Education to study the applications of its recommendations to their own particular areas. Some 10,000 copies of the Survey Report have now been distributed. The Educational Policies Committee also decided to publish once or twice a year a statement that would give leadership in the educational life of Canada and Newfoundland, and act as a unifying influence. The Association by unanimous vote decided to accept Alberta's invitation to hold the 1945 meeting in Edmonton.

PROGRESS OF EDUCATION IN THE DIVISIONS

The Department has published three bulletins setting forth steps in the reorganization of rural districts into larger administrative

units. These were entitled, "What Is and What Might Be in Rural Education," "One Year's Experience," and "After Three Years." The final one in the series, to be called "Pioneering in School Administration," will appear early in 1945.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT OF EDUCATION

A.—EDUCATION OF DEAF AND BLIND CHILDREN

During 1944, the Department of Education made the customary arrangements for the education of deaf and blind children resident in this Province. The table below shows the number of children in attendance at each institution during each term and throughout the year. Term and yearly totals are also shown.

Institution	No. in Attendance		Tot. No. in Attendance during 1944
	June Term	Fall Term	
Mackay Institute (Montreal)	40	41	47
School for Deaf Girls (Montreal)	3	2	3
School for Deaf Boys (Montreal)	3	2	3
School for the Deaf (Saskatoon)	10	11	12
School for the Blind and Deaf (Vancouver)	4	3	3
Ontario School for the Blind (Brantford)	18	20	22
Nazareth Institute	1	1	2
Totals	79	80	92

Of the above total of 92 children, 68 were deaf and 24 blind.

The total amount expended on behalf of deaf and blind pupils during 1944 was \$42,441.15.

The regular grant in the amount of \$7,500.00 was made by the Legislature to the Canadian National Institute for the Blind, this amount being divided equally between the two Alberta Boards, with headquarters in Edmonton and Calgary. In addition to the Boards, there are at each headquarters offices for the executive officer, the teachers, office assistants and workroom assistants. The executive officers and teachers are blind persons, and the necessary assistants are regularly employed and receive regular salaries. In addition to the grant made by the Legislature and to grants received from towns, villages and municipalities, the two Boards find it necessary to obtain funds through participation in the Community Chest Campaign and donations from private sources.

B.—SPECIAL CLASSES

The following table gives information concerning sight-saving classes and classes for sub-normal children conducted in the Province during 1944.

School Board	Nature of Class	Enrolment	Grant Paid
Edmonton Public School	Sub-normal (5 classes)	77	\$ 4,686.02
	Sight-saving (1 class)	11	1,135.44
Calgary Public School ...	Sub-normal (6 classes)	99	6,427.14
	Sight-saving (1 class)	17	1,420.82
Calgary R.C. Separate	Sub-normal (1 class)	18	664.57
Medicine Hat Public School	Sub-normal (1 class)	16	796.64
Totals	15 classes	238	\$15,130.62

The grant paid for each of the above classes represents 50% of the teacher's salary.

C—OFFICIAL AUDITORS

Nine official auditors were appointed during 1944. No shortages were reported in the accounts of school boards.

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

A.—SCHOOL READERS

At the annual conference in February of inspectors and superintendents, it was decided to recommend to the Minister that the sum of \$30,000 be provided for the distribution of free readers to pupils of Grades I, II and III of the Elementary School. The superintendents were agreed on the need for "basic" readers in Grades I, II and III, by means of which the fundamental reading skills are to be acquired. Opinion was divided on the need for basic readers in Grades IV, V and VI. But a majority favoured the proposal to make two or three different series of readers available in each of the elementary grades.

Accordingly, the Department distributed, in quantities requisitioned in the usual manner by divisional and city superintendents, the following series of free readers to take the place of the old "Highroads to Reading" series, formerly in use: the Curriculum Foundation series (Gage & Co.), the Easy Growth in Reading series (Winston Co.), and the Alice and Jerry series (Copp, Clark Co.); and small quantities of the Laidlaw series (Clarke, Irwin & Co.), the Child Development series (Houghton Mifflin Co.), and the Progress in Reading series (Ginn & Co.). The Department did not issue more new readers than the number that would normally have been required to fill the requisitions for the old Highroads to Reading series, had this series been available. The total number of new readers issued did not exceed 30% of the enrolment in Division I (Grades I, II and III) for the year 1943-44.

B.—INTERPROVINCIAL COMMITTEE ON SCHOOL READERS

On March 1 and 2, 1944, a committee of representatives of the four western Departments of Education met in the Palliser Hotel, Calgary, to discuss common problems relating to the place of readers in the general scheme of education in each of the Provinces, the use of basic and supplementary readers in elementary grades, and

the possibility of co-operative action in procuring suitable,, up-to-date readers at a reasonable cost.

The following members comprised the personnel of the Committee: Manitoba—Mr. C. K. Rogers, Acting Superintendent of Education, and Major A. M. Pratt; Saskatchewan—Dr. J. W. Tait, Director of Curricula, and Mr. J. A. McLeod of the Regina Normal School; Alberta—Dr. H. C. Newland, Supervisor of Schools, and Miss O. M. Fisher of the Calgary Normal School; British Columbia—Dr. H. B. King, Chief Inspector of Schools, and Mr. Owen Thomas, Inspector of Schools, Vancouver.

At this first meeting of the Interprovincial Committee, the following resolutions were carried unanimously:

1. That the Committee go on record as believing that the Highroads Series, as it now exists, is not suited to our needs.
2. That the Committee does not consider that the readers for Grades IV, V and VI must necessarily be the continuation of the set or sets chosen for Grades I, II and III.
3. That Social Studies, Science and Health should be included in the materials for reading in Grades IV, V and VI.
4. That the content of the readers in Grades IV, V and VI should be in harmony with the needs of the child at that stage, and should be linked with the school programme as a whole.

In addition to the foregoing resolutions, the following was carried by a majority vote:

5. Respecting readers for Grades IV, V and VI: that this Committee regrets that no Canadian publisher has produced a series of readers, Canadian in origin and tone, which, in its opinion, meets the modern standards for the development of reading.

At this Calgary meeting the Interprovincial Committee agreed to recommend tentatively for experimental use the following sets of readers, and to consider reports on them at the next meeting of the Committee to be held in June: Curriculum Foundation, Easy Growth in Reading, Laidlaw, Reading for Interest, New Work-Play. This recommendation was unanimous.

At the second meeting of the Interprovincial Committee, held in the Bessborough Hotel, Saskatoon, on June 12 and 13, 1944, the following resolutions, amongst others, were adopted:

1. That this Interprovincial Committee on School Readers, having examined the present Highroads to Reading Series, and those previously selected for further consideration, is of the opinion that (i) for general purposes as a basic series for Grades I, II and III, the preference is given to the Curriculum Foundation Series; (ii) for special use for quicker pupils, the Committee commends the New Work-Play Series; (iii) for slower pupils, the Committee considers that the Easy Growth Series has merit; (iv) for supplementary reading, it recommends the Reading for Interest Series.
2. That the acceptance of these three sets and accompanying workbooks be conditional on the elimination of Americanisms, and on the making of any further alterations which, in the opinion of this Committee, appear desirable.

3. That this Committee set up a sub-committee to deal with the question of revisions.
4. That the extent of the revisions be confined to the elimination of Americanisms and the correction of errors in English.
5. That this Committee urge the Departments of Education to supply teachers' manuals for use with the readers.
6. That the Departments of Education be urged to prescribe the workbooks which accompany the three sets of readers selected for Grades I, II and III.
7. That the leading publishing firms be notified that this conference considers that the present series of readers now in use in Grades IV, V and VI does not fully meet modern requirements; and that the publishing firms be asked, if they can do so, to submit proposals for a Canadian series for these grades. These proposals should be fairly detailed, and should be placed in the hands of the Committee on or before September 1, 1944.

It was agreed, in this connection, that the Houghton Mifflin Co. and Allyn & Bacon should be notified along with other publishers.

The following sub-committee on revisions was named: Miss Fisher, Major Pratt, Dr. Tait, with Mr. Thomas as chairman. It was agreed unanimously that this sub-committee should meet at the Coast early in September (tentatively on September 11), and report back to a meeting of the full Committee, to be held before or after the meeting of the C.N.E.A. in October.

For the information and assistance of the publishers, it was agreed that the following directions should be given them with respect to the Committee's requirements in the proposed Canadian series of readers for Grades IV, V and VI:

- (i) That the factual material of the readers shall land itself to the development of study techniques suitable to the different subject-matter fields of the curriculum for these grades.
- (ii) That some of the selections shall be samples from different subject-matter fields, including Social Studies, Science,
- (iii) That the vocabulary and vocabulary load shall be suitable to the grade level for each book of the series.
- (iv) That some of the selections shall conduce to the development of good habits in oral reading.
- (v) That all of the material shall be well written.
- (vi) That the material shall adequately represent the "Canadian scene."
- (vii) That the books and accompanying workbooks shall be scientifically constructed and in harmony with established principles in the teaching of reading.
- (viii) That teachers' manuals shall be provided; and also pupils' workbooks that give practice in the reading skills of Grades IV, V and VI.
- (ix) That due provision shall be made for including a variety of literary forms, including poetry and drama.

- (x) That the readers should approximate, at least, the widely accepted standards in such features as (a) appearance, format and binding; (b) size and legibility of type, spacing and placing, length of line, and paper surface; and (c) illustrations and/or pictorial appeal.

It is understood that the foregoing list of directions is not exhaustive, but will serve to indicate some of the qualities and specifications which the Committee considers desirable.

A third meeting of the Interprovincial Committee was held at the Legislative Buildings, Winnipeg, on October 6 and 7, 1944. The Committee considered a report from the Sub-committee on the changes required in the following series of readers to make them suitable for Canadian schools: the Curriculum Foundation, the Easy Growth and the New-Work Play. The chairman was instructed to notify the publishers regarding these required changes, and to ask for price quotations on the basis of the total quantity of each series to be used in the four Provinces. It was left to each Department to make its own arrangement respecting the series to be used, the quantities and the prices.

With regard to readers for Grades IV, V and VI, the Committee found that the publishers' proposals had not yet reached a stage where final recommendations could be made.

C.—THE HIGH-SCHOOL PROGRAMME

Acting on the recommendations from curriculum committees as set out in last year's report, the Department introduced a revised programme for Grade X in October, 1943, intended to serve as the first year of a four-year high-school programme. The compulsory subjects of Grade X were English, Social Studies, Health and Physical Education, Mathematics and Science. All students were required to take these subjects without regard to their ratings on the Grade IX examination. Other optional subjects might be elected without any restriction, except that "C" students from Grade IX were not permitted to elect a foreign language in their first year of high school. New courses were introduced in Mathematics, Science, English and Social Studies, and the amount of time to be assigned to Social Studies was increased by 20%.

By midsummer, 1944, however, reports from the divisional superintendents had made it clear to the Department that to proceed with the second year of the proposed four-year programme would not be expedient because of the difficulties in small schools created by wartime conditions. Accordingly, this plan was temporarily suspended, and the 1942 programmes for the first and second years was re-established with the following changes:

- (i) Restrictions on the programmes of "B" and "C" students from Grade IX were discontinued with respect to a foreign language for "C" students during their first year.
- (ii) The revised courses for Grade X in English and Social Studies remained.
- (iii) All students who qualify for the High-School Diploma at midsummer, 1946, or thereafter, will be required to hold credits for at least one course in high-school Science:

whether Physics 1, Chemistry 1, Science 1, General Science 1, Biology 1 or Geology 1.

- (iv) The course in Health and Physical Education 1 was divided into two separate courses, both compulsory, and the number of credits for the two together was increased from three (3) to five (5).
- (v) Revised courses for Grade XI were introduced in English 2, Social Studies 2, Health 2 and Physical Education 2. These revised courses were issued in a new Bulletin A on the Programme of Studies for the High School.
- (vi) A new Bulletin B was issued to serve as a "Guide for Practical and Experimental Work" in Chemistry 2, Physics 2 and Biology 2.

Vocational Agriculture and Community High Schools

The new Preliminary Board on Agricultural Education appointed a sub-committee consisting of the following representatives of the Faculty of Agriculture of the University of Alberta and of the Departments of Agriculture and Education to report on the teaching of Agriculture in intermediate and high-school grades: Mr. S. H. Gandier (Chairman), Mr. O. S. Longman, Deputy Minister of Agriculture, Dean Sinclair, Mr. R. M. Putnam, Mr. James Murray, and Dr. H. C. Newland. This sub-committee met on November 17, 1944, and authorized the Supervisor of Schools, on behalf of the Department of Education, to present at the next meeting in January, 1945, a proposed programme of Vocational Agriculture for high-school grades that would be suitable for boys and girls in rural communities, and could be offered effectively in "community high schools," or in rural high schools of three or four rooms.

It was agreed that for boys and girls who look forward to farm life, courses of instruction in agriculture are necessary and desirable; and that such instruction should be given only in schools where there is a teacher qualified in Agriculture and suitable equipment. The Supervisor of Schools pointed out to the Sub-committee that a good deal of what is described as "General Agriculture" is now taught as part of the courses in Biology, General Science, Physics, Chemistry, Social Studies, Economics and Sociology. Since the present high-school programme encourages integration, rather than compartmentalization, of subject-matter, and the use of practical projects as instructional procedures, he recommended that further progress in the teaching of Agriculture should be attempted by offering a course in Vocational Agriculture in selected rural or community high schools. To reinstate a separate course in General Agriculture would duplicate parts of other courses now offered, and in practice would encourage a return to the text-book type of course in Agriculture that had been discarded ten years ago.

There can be no doubt, on the other hand, that Vocational Agriculture, Home Economics, Industrial Arts and other "practical subjects" should find a place of importance on the programme of community schools as soon as these are established.

**D.—COMMITTEE ON THE RESUMPTION OF EDUCATION OF
DISCHARGED WAR SERVICE PERSONNEL**

The first meeting of this Committee was held in the Committee Room of the Legislative Buildings, Edmonton, on Friday, September 15, 1944, at 9:30 a.m. The following members were present: Dr. O. J. Walker, Department of Chemistry, University of Alberta; Dr. A. J. Cook, Department of Mathematics, University of Alberta; Dr. J. R. Fryer, Department of Field Crops, University of Alberta; Mr. S. H. Gandier, Department of Agriculture; Mr. J. H. Ross, Director of Youth Training, Calgary; Mr. T. F. Hamilton, Veterans' Welfare Officer, Calgary; Mr. D. M. Sullivan, Inspector of High Schools, Edmonton. The Supervisor of Schools acted as chairman of the meeting. On the invitation of the chairman, Major W. E. Frame, of Red Deer, was present to advise the Committee.

The Deputy Minister of Education, Dr. G. F. McNally, opened the proceedings of the Committee with an explanatory statement regarding the work which it was expected that the Committee could perform. Dr. McNally explained that the C.N.E.A. had some time previously asked for a report from the Conference of Canadian Universities respecting the possibility of uniform university entrance requirements for persons returning from war service to seek admission to a university, but that nothing had come of this request. He further stated that the real problem is that of providing pre-matriculation instruction to returnees whose educational status is below the matriculation standard. The question arises whether the University should do this preparatory work or the Departments of Education. The University of Alberta is not in a position to provide secondary-school training to candidates seeking admission to its diploma courses. It has accordingly been proposed that this kind of training should be made available in special institutions, under the direction of Mr. Joe Ross, and that persons would be admitted to these institutions on the recommendation of the Welfare Committee of the Rehabilitation Board. In his opinion, a plan should be devised whereby these returnees can be brought up to the matriculation level in a minimum amount of time, and each one proceed as rapidly as possible, but at his own rate; and finally, that there should be co-operation between the Department of Education, the University and the Rehabilitation Board respecting the plan and procedure for this training.

Mr. Hamilton, as a member of the Welfare Committee, reported on the plan for providing benefits to returnees, and for examining their educational status in order to determine the courses to which they should be directed. Dr. Cook reported on the U.S.A.F.I. programme of training for returned men, and gave some account of the testing programme that had been set up under the direction of the U.S.A.F.I. by Dr. Ralph Tyler, of the University of Chicago.

Mr. Ross outlined proposals for rehabilitation training, and thereafter the following resolution was carried:

That whereas in the opinion of this Committee it is not expedient for returned men to return to the regular high schools for instruction, and whereas the instruction required by these men cannot be undertaken effectively either by the high schools or by the University, therefore be it resolved that in order to

provide accelerated pre-matriculation training for returned men special schools be set up at an early date as required; and that copies of this recommendation be sent to the Department of Education and to the Department of Pensions and National Health.

The following riders to this resolution were also agreed to by the Committee:

- (a) That the Department of Education should be responsible for the administration of these schools.
- (b) That this Committee should be responsible for admissions and standards of achievement.
- (c) That admissions to these institutions should be made at any time and for any length of course.
- (d) That terminal examinations should be set by this Committee.
- (e) That textbooks and reference books should be furnished by these schools, and that the schools should have laboratory facilities.
- (f) That the schools should have responsibility for prognostic and guidance procedures.
- (g) That fees should be paid for the instruction in these schools.

After discussion on the use of special tests similar to those prepared by the American Council on Education for use in institutions carrying the U.S.A.F.I. programme, it was resolved:

That this Committee proceed with the preparation of comprehensive tests, including general tests, for appraising the educational standing of non-matriculated returned men who seek admission to training courses below the matriculation level under the plan for rehabilitation benefits.

The following riders to the foregoing resolution were also agreed to:

- (a) That there should be at least two parallel forms of these tests, and that provision should be made for administering them both at Edmonton and at Calgary.
- (b) That it should be the duty of this Committee to make arrangements for administering the tests, for scoring and evaluating performance on the tests, and for guiding the examinees on the basis of test performance to appropriate courses.
- (c) That a sub-committee be appointed to prepare the tests, and that this sub-committee make recommendations on the scoring, evaluation and use of the tests.
- (d) That the tests be administered, and admissions based thereon to the special training classes be made, as often during the year as may be deemed necessary.
- (e) That the Committee report all of its recommendations with respect to the preparation of the tests and the test results to the Department of Education.

Mr. Hamilton raised the question whether or not it would be possible to have from the University a statement of the minimum requirements for matriculation into such faculties as, say, Engi-

neering and Medicine. The chairman pointed out that admission to the Faculty of Engineering could very properly require adequate standing in Mathematics and Science, but the Language requirement could very properly be questioned. Similarly, the requirement of Language, and even of Mathematics, in some of the other faculties appeared also to be open to question. Mr. Hamilton pointed out that if the Welfare Officer could know in advance the minimum requirements that the University would insist on, he would be in a better position to advise prospective candidates. It was finally agreed that the chairman and University members of the Committee should undertake to seek an interview with the President of the University and the Dean of the Faculties in regard to this matter.

E.—TEACHER-TRAINING

At a meeting of the Certification Committee held in the Committee Room of the Legislative Buildings on Saturday, April 1, 1944, the following persons were appointed as a Special Committee on Teacher Education: Dr. M. E. LaZerte, Dr. W. H. Swift, Dr. C. Sansom, Mr. J. W. Barnett, Mr. W. D. McDougall and the Supervisor of Schools, to act as Chairman. The first meeting of this Special Committee was held in the Committee Room on Friday, May 26, 1944. Further meetings were held on June 6, June 19, June 30, September 2, and October 31.

The Special Committee has been making a thorough study of the functions and regulating powers of a proposed Advisory Board of Teacher Education, which would take the place of the Liaison Committee of the Faculty of Education and the Department of Education, in the new arrangement for combining the Normal Schools with the Faculty of Education. In this connection, the following matters were given consideration:

- (i) The teacher-education programme: courses, diplomas and certificates.
- (ii) Appointments to the staff of the Faculty of Education, and arrangements to be made with the present staff of Normal School instructors, with special reference to pensions and University status.
- (iii) The general principles and educational philosophy of the teacher-education programme, and the means whereby the Department of Education could secure the implementation of these principles.
- (iv) The appropriation of funds necessary to support the Faculty of Education.
- (v) The relationship of the Faculty of Education to the Superintendents and to the school system of the Province, including such matters as apprentice and practice teaching.
- (vi) The personnel of a proposed Board of Teacher Education and Certification.

Section 7 of the Department of Education Act (R.S.A., 1942, Chapter 10) provide that the Minister of Education with the approval of the Lieutenant Governor in Council shall have the power to make regulations for the examination, licensing and grading of teachers, and to make provision for the training of teachers. The Special Committee had therefore to solve the problem of handing

over to the University the responsibility for the professional and academic education of teachers without derogating from the Minister's right of control. The best solution seemed to be found in giving joint representation on the Board to the University, the Department of Education and Alberta Teachers' Association, and in giving the Board advisory powers only. A new programme of training as recommended by the Board could then be brought into effect through an agreement between the Minister of Education and the Board of Governors of the University.

Another problem was the nature of the projected incorporation of teacher education in one institution: whether it should be a fusion of the Normal Schools with the Faculty of Education or the setting-up of a semi-autonomous College of Education affiliated with the University. The staffs of the two Normal Schools submitted a brief reviewing the plans for teacher education now in operation in different colleges and universities in the United States, and recommending that a College of Education be established in affiliation with the University. The Committee, however, took the view that one of the chief values of the plan for unification resides in the opportunity it gives to teachers to qualify for a university degree in the professional field of Education, and that this purpose is better served in a Faculty of Education than in an institution that is not an integral part of the University.

At the last meeting of the Special Committee in October, it was agreed to recommend to the Minister that a Board of Teacher Education and Certification be established by Order-in-Council; such Board to consist of thirteen (13) members: five (5) representing the Department of Education; five (5), including the Supervisory Head of the Teacher-Training Department in the University of Alberta at Calgary, representing the University; and three (3) representing the Alberta Teachers' Association. It was further recommended that it should be the duty of the Board, and that the Board should have the power,—

- (a) To prepare for recommendation to the Minister a programme for the training of teachers in the Province of Alberta; to outline the general principles which shall govern such programme; and to specify the end results required from such programme.
- (b) To consider and review, both as a whole and in any or all of its phases, the detailed instructional programme for the undergraduate training of teachers in the Faculty of Education of the University of Alberta at Edmonton and/or at Calgary, including the subject-matter of all courses of instruction; and to report and recommend thereon to the Minister of Education.
- (c) To receive and consider recommendations of the Faculty of Education Council relating to the said instructional programme.
- (d) To make recommendations to the Faculty of Education Council respecting the graduate training of teachers.
- (e) To require each year, at the time when the annual estimates of expenditure for the University are prepared, that the Dean of the Faculty of Education submit to the Board a copy of the estimates for the ensuing year which cover

proposed expenditures in the said Faculty for staff salaries, operation of plant, equipment and libraries; and to consider and review such estimates, and report and recommend thereon to the President of the University.

- (f) To lay before the President of the University proposals for staffing adequately the Faculty of Education of the University of Alberta, both at Edmonton and at Calgary; and to recommend to the President from time to time persons suitable for appointment to the staff of the said Faculty of Education at Edmonton and at Calgary.
- (g) To determine for recommendation to the Minister of Education the types of certification of Alberta teachers; to fix for recommendation to the Minister the requirement for each and every class or type of Alberta teacher's certificate; and to recommend for certification to the Minister all persons whose training and qualifications meet such requirements.
- (h) To evaluate and appraise the professional qualifications and standing of all teachers seeking Alberta certificates whose diplomas or certificates were not obtained in Alberta, and report thereon to the Minister of Education.
- (i) To devise and prepare for recommendation to the Minister of Education all regulations governing the certification of teachers in Alberta.
- (j) To advise the Minister of Education in all cases involving suspension or cancellation of a teacher's certificate; and in all cases where interpretation or application of the regulations governing certification is under dispute; and in all matters relating to the professional education of teachers, or touching the prestige and welfare of the teaching profession.

It was further recommended:

- (i) That it shall be the duty of the Board to meet at least twice each year, and as often as the Board may find necessary.
- (ii) That seven members of the Board shall constitute a quorum.
- (iii) That members of the Board not residing in Edmonton shall be entitled to reimbursement for travelling and subsistence expenses incurred through attendance at meetings of the Board.
- (iv) That the Board shall have the power to appoint an Executive Committee of the Board; and to enact bylaws for the proper ordering of its business.
Provided that such bylaws shall be deemed in effect only if they have been approved by the Lieutenant Governor in Council.

Finally, it was recommended that an agreement should be executed between the Minister of Education and the Board of Governors of the University, which should include provisions of the following form:

1. Subject to the Minister's control of policy for the training of teachers, the Governors of the said University shall provide in the Faculty of Education of the said University

for such programmes and courses of instruction and training for teachers as may be required by the Minister and agreed to by the Governors for the certification of teachers in the elementary, intermediate and high-school grades of Alberta schools.

2. The said programmes and courses of instruction and training for teachers shall not come into force until they are approved by the Lieutenant Governor in Council on report of the Minister of Education.
3. By arrangement between the Minister of Education and the President of the University, the work done in the Faculty of Education of the University, and in the observation and practice schools in connection therewith, shall be open at any time to visitation and inspection by an Inspector of Schools, or such other person or persons as may be designated for that purpose by the Minister.
4. The certificates from the Department of Education shall be awarded by the Minister to teachers-in-training at the Faculty of Education upon the report of the Dean of the Faculty of Education and of the Board of Teacher Education.
5. Principals of the Edmonton Normal School and of the Calgary Normal School, and the instructional, library and office staffs of the said Normal Schools, shall be employed by the Governors of the University as members of the staff of the Faculty of Education.

THE PROVINCIAL NORMAL SCHOOLS

There has been but little improvement during the year in the teacher-shortage situation. It was therefore necessary to continue the War-Emergency Teacher-Training Programme of last year. A three months' training course was offered to candidates holding a high-school diploma, and a seven and one-half months' course to candidates holding eighty-five high-school credits but not a high-school diploma. Successful completion of the latter course entitled candidates to a high-school diploma and a War-Emergency Teacher's Certificate. Even under this arrangement, the number of candidates who offered themselves for the training courses was far short of the number required, as the following report from the Principals of the Normal Schools will show:

	Edmonton		Calgary		Total
	Men	Women	Men	Women	
Number graduated on Feb. 4, 1944	7	35	2	8	52
Number graduated on June 26, 1944	6	95	7	72	180
Number graduated on Dec. 14, 1944	11	105	15	104	235
	<u>24</u>	<u>235</u>	<u>24</u>	<u>184</u>	<u>467</u>

SUMMER SCHOOL, 1944

This year the first step was taken towards the unification of the programmes of teacher-training in the Normal Schools and the Faculty of Education by transferring the Department's Summer School for Teachers, conducted annually since the summer of 1917, to the Faculty of Education of the University.

The great advantage of this arrangement is that teachers are now able to secure university credits for all summer-school courses

offered by the Faculty of Education. The Department's summer-school courses carried no university credits; yet hundreds of Alberta teachers had attended two, or even three or more, summer sessions, and had accumulated many summer-school certificates that could not be counted towards a professional degree. The new system, on the other hand, will definitely encourage teachers to seek advanced professional training.

It was not possible to make this arrangement with respect to the Shop courses offered at the Western Canada High School, Calgary, which were retained under the Department's direction for one more year. Below will be found a statistical report on the results from the Calgary Summer School.

CALGARY SUMMER SCHOOL, 1944

Number registered in Department of Education	
Summer School at Calgary.....	48
Number of Shop courses offered	14
Number of summer-school certificates issued	47
Number on instructional staff	12
Number enrolled for Shop courses	32
Number enrolled for Refresher Course	16
Special tests in commercial subjects were offered	
at both Edmonton and Calgary:	
Number who took tests at Edmonton	36
Number who took tests at Calgary	10

F.—ADULT EDUCATION

During the spring term there were two meetings of the Executive Committee of the Alberta Council on Adult Education. Mr. Malcolm Ainslie was appointed to the Executive as representative of the Alberta Federation of Labor, taking the place of Mr. A. Farmilo, who had resigned.

Early in the year, the President and Secretary visited a group at Wetaskiwin that had been functioning to some extent as a Community Council, and had been organized to discuss the National Citizens' Forum broadcasts. In April the President, in company with the Secretary and Mr. Gourlay, attended a meeting of the Calgary Community Council.

At the end of April, Mr. George Grant, National Secretary of the Citizens' Forum (CBC series "Of Things to Come") visited Edmonton to confer with persons interested and active in Adult Education. Mr. Grant urged that more study groups be organized for this series, and that the Executive Committee send a representative to a meeting of the Citizens' Forum Committee, to be held at Macdonald College, June 15-17. Dr. Mary Winspear, who intended to be in the East at that time, was asked to attend the conference as an Alberta representative.

The first annual meeting of the Alberta Council of Adult Education was held in the Committee Room of the Legislative Buildings on Tuesday, June 27, 1944: The roll call of representatives from constituent organizations showed that a good majority of these organizations were supporting the Council. Reports were submitted by the President and the Secretary.

The President stated that the first year's work had largely been experimental. The constitution, he thought, was essentially sound, but would require supplementary clauses if incorporation is sought under the Societies Act. The constitution provides for government support without direct control, a principle endorsed in the following terms by Professor Macdonald, of St. Francis Xavier College, Antigonish, N.S., in his bulletin on Adult Education: "The aim of Adult Education is to change the mentality of the people, especially the mentality of those with power, and few governments are heroic enough to touch that sore spot. They should support the movement and let other agencies do the work."

The Secretary's report gave a survey of the work being done by the Community Councils of Lethbridge, Medicine Hat, Calgary, Lacombe, Wetaskiwin, Smoky Lake and other centres. The Edmonton Council has been experimenting very successfully with the so-called "lighted-schoolhouse" plan of Adult Education, through the conducting of evening classes in the Garneau School.

The Vice-President, Mr. Don Cameron, Director of the Department of Extension of the University of Alberta, gave an interesting report on the meeting of the Planning Committee of the Citizens' Forum, held at Macdonald College, Quebec, June 15-17, 1944.

Mr. D. W. Clapperton, K.C., President of the Calgary Community Council, gave a report on the activities of the Calgary organization, showing that for two years or more the Calgary School Board had conducted evening classes in some of the schools. He expressed the view that group discussion is a necessary procedure in adult education: mere lectures are not effective.

Matters discussed at the meeting included plans for organizing discussion groups in co-operation with Citizens' Forum and Farm Forum broadcasts; programmes for Community Councils; radio programmes; and the possibility of having a member of the Department of Extension staff of the University assist the Alberta Council as part-time organizer.

The officers of the Council were re-elected for the year 1944-45; but provision was made to have nominations of officers for the year following made well in advance of the time of election.

The Hon. R. E. Ansley, Minister of Education, attended a meeting of the Executive Committee held in the Committee Room on October 18, and gave a short address. Dr. E. A. Corbett, Director of the Canadian Association for Adult Education, was also present to report on the proceedings at the annual meeting of this Association, held in the Chateau Laurier, Ottawa, on September 13, 1944. Dr. Corbett spoke on the need for intelligent planning of community centres, and then sketched the background of the Canadian Association for Adult Education, explaining that from 1937 to 1940 it had been merely a co-ordinating, publishing, advisory body. Since 1940 it has been carrying out an energetic programme, especially in respect to radio broadcasts. The Farm Forum broadcasts have been very successful, especially in the East, which unlike the West has never had vigorous local discussion groups. Since the introduction of radio programmes, the total circulation of the Association's publications has risen from 5000 to approximately 100,000 per month. This year the Association's budget is the largest in its history, \$65,000. A National Committee of Ways and Means, com-

posed of educators, business men and labor representatives, is seeking to raise this amount.

The Executive Committee approved a proposal to conduct three leadership courses for the training of persons to take charge of discussion groups in Community Councils.

G.—SCHOOL BROADCASTS

The Western Regional Conference on Educational Broadcasting was held in Room 234, Legislative Building, Winnipeg, on March 6, at 9:30 a.m. Present were Kenneth Caple (B.C.), Dr. Newland (Alberta), M. P. Toombs (Saskatchewan), C. K. Rogers (Manitoba), and Messrs. Walker, Cameron and L'Ami, of the CBC, Winnipeg.

Reports from the four western provinces were received, beginning with B.C., submitted by Mr. Caple, who reported on the half-hour music programme in B.C., in which were stressed the amount of pupil participation and interest. He reported that their scripts were planned or written by educators and went on the air with first-class production and artists. Mr. Caple thought that a music book in the hands of every pupil was an ideal arrangement. Failing this, there had to be at least reference in the bulletin to indicate where material could be obtained. He then reported on the integrated series built around the idea of better living and related to the community. This series is well received in B.C. Mr. Caple suggested that here again there had to be a bulletin to provide background; that there should be a series on one topic rather than unrelated broadcasts. Material must essentially be at the level of understanding and interest and related to everyday living. In answer to questions, he stated that several people were employed at writing scripts for B.C. educational broadcasts and that for a dramatic script about twenty hours of work was necessary. He stated that script writers did their own research and that B.C. did not use teachers for script-writing to any great degree, because they did not have the time. Mr. Caple stated that in preparing their programmes they tried to have children speak like children, and kept out slang; but they allowed colloquialisms where these gave local color. Mr. Toombs here added that his committee thought there should be no slang unless it was meaningful, but that colloquialisms were valuable under certain circumstances.

Dr. Newland, reporting for Alberta, expressed the opinion that there was a danger that radio broadcasts might defeat the objective of having teachers and trustees realize that music is as much a part of the programme as any other subject, even arithmetic; in other words, that the broadcast might be accepted as meeting fully the music needs of the school. He stated that Alberta was thinking ahead to the time when each division would have low-power radio coverage and two-way communications. He stated that it was essential that teachers use the radio intelligently. The suggestions from Alberta were (i) that of news commentary, (ii) local history and local folk lore, (iii) children's forums, (iv) programmes of guidance, and (v) speech and voice culture, (vi) nature study and general science, (vii) what is new in health, (viii) in-service directive programme on reading, (ix) children's stories, (x) music. The Alberta committee revealed that social studies present some difficulties as a field for broadcasts common to the four western

provinces, but thought that there was a possibility that such a series would be valuable in supplying additional material. They felt that science offers a good deal of common ground, particularly in the intermediate grades. The Alberta committee, he reported, had suggested that quiz programmes might have a place in educational broadcasts. Their study indicated, also, that there was common ground in language and great possibilities in music, but in the latter one of the difficulties is that no two provinces have the same textbooks in music. He indicated some apprehension lest music become too highbrow. He thought that there would be definite value in reporting an enterprise as actually worked out by a school.

Mr. Toombs reported for Saskatchewan, and summarized the studies of their radio committee. They feel the need of teaching of radio techniques in Normal Schools as a prerequisite to proper use of the radio in schools. A radio manual is also essential. The Saskatchewan committee had made intensive study of the whole question of education by radio and had stated some very definite standards and principles with respect to language and speech on the radio. Their committee felt that music was of importance in the improving of oral language. Among the suggestions from Saskatchewan were a series called "Adventures in Living"—social studies, health education and science—consisting of two sub-series (a) Blazing the Trail, and (b) Today and Tomorrow. This would be something like the Tukwilla Valley series in B.C. Saskatchewan also suggested a series, national or regional, entitled "One Canada," this to be on the same general plan as "Adventures in Living," and divided into sub-series (a) Canada Looks Back, (b) Canada Today, (c) Canada Looks to the Future. In music, twenty-four broadcasts were suggested in folk music, songs of the nation, instrumental music (symphony) and drama music. Saskatchewan advocated a science series under the titles "Science Opens Its Eyes," "Science Enriches Living," "Science Extends Our Knowledge and Interest."

Mr. C. K. Rogers, reporting for the Province of Manitoba, stated that his province had not yet any provision for grants for equipment in radio or visual education, and had a very limited appropriation for the actual promotion of work in the field of radio. For the current year, all of the Manitoba broadcasts emanated from the Normal School staff; which is as it should be, since the Normal School is the heart of the educational system. There is difficulty, however, in allowing sufficient time to the Normal School staff to prepare their radio work. Publicity for broadcasts in Manitoba is entirely through the Manitoba School Journal, which goes to every school board and teacher in the province. Manitoba favors co-operations with the western provinces in so far as is possible. It seems reasonable to believe that there is enough common ground in science, social studies, health, music, to justify a considerable measure of co-operation. A great deal of money, time and effort would be saved by sharing programmes between the provinces. While the Manitoba listening audience is limited at the present time because of lack of equipment, and the justification for the expenditure of large sums of money on radio education is questionable, yet Manitoba wants to keep alive the interest in this work and be prepared to move when equipment once more becomes available. School broadcasts should inspire and suggest, not replace

the work of the teacher. There are very definite possibilities of showing by radio how school subjects can be correlated. There are very definite possibilities of actual broadcasts through schools, showing what is actually being done in some of our best classrooms.

Proceedings: It was agreed that the Western Province would discontinue use of the Columbia School of the Air Series, and would co-operate in producing a series in intermediate music for Grades VI to X, to be produced in continuity during fall and spring terms from Winnipeg and Vancouver. The total cost to each Province was not to exceed \$400 for twenty-four broadcasts. It was further agreed that the three Prairie Provinces should co-operate on a series in junior Science, and that Saskatchewan and Manitoba undertake jointly a series on speech, the cost for either of the series to be kept down to \$400 for each Department. For all series, each Department concerned would bear the cost of its own scripts and pay its own script-writers.

With respect to the National Series, it was agreed to propose to the National Advisory Council (i) a series entitled—Who is a Canadian? What is a Canadian? What Is He Doing About It? Also (ii) a series on Canadian culture: Music, Art, Literature; and (iii) a series on portraits of living Canadians.

The meeting of the National Advisory Council on School Broadcasting was held in the Royal York Hotel, Toronto, on March 9-10, 1944. The following is the personnel of the Council:

Chairman:

Dr. Robert C. Wallace, C.M.G., Principal and Vice-Chancellor, Queen's University, Kingston.

Departments of Education:

Director of School Broadcasts, British Columbia Department of Education.

Dr. H. C. Newland, Supervisor of Schools, Alberta Department of Education.

Mr. Morley P. Toombs, Supervisor of Audio-Visual Instruction, Saskatchewan Department of Education.

Miss Gertrude McCance, Manitoba Department of Education.

Mr. C. F. Cannon, Asst. Superintendent of Elementary Education, Ontario Department of Education.

Mr. B. O. Filteau, French Secretary and Deputy Minister of Education, Quebec Department of Education.

Dr. W. P. Percival, Director of Protestant Education, Quebec Department of Education.

Dr. Fletcher Peacock, Director of Education Services, New Brunswick Department of Education.

Mr. Gerald Redmond, Director of School Broadcasting, Nova Scotia Department of Education.

Mr. Lloyd Shaw, Superintendent of Education, P.E.I., Department of Education.

Conference of Canadian Universities:

Dr. W. J. Dunlop, Director of Extension and Publicity, University of Toronto.

Rev. Abbe Maheux, Laval University, Quebec, P.Q.

Canadian Teachers' Federation:

Professor E. L. Daniher, Toronto.

Mr. J. Harvey Mitchell, Toronto.

National Federation of Home and School:

Dr. L. A. deWolfe, President, Truro, N.S.

Mrs. W. G. Noble, Toronto.

Canadian Trustees' Association:

Mr. M. A. Campbell, Secretary-Treasurer, Canadian Trustees' Association, Toronto.

Honorary Secretary:

Mr. R. S. Lambert, Supervisor of Educational Broadcasts, Canadian Broadcasting Corporation.

The Council has been appointed by the Board of Governors of the CBC, and given the following powers:—

1. To co-operate with the Provincial Department of Education by providing them with the facilities (time on the air, studio and production) necessary to enable them to conduct their own school broadcasts.
2. To provide, with the advice of the National Advisory Council on School Broadcasting, programmes aimed at strengthening the sense of Canadian citizenship in the younger generation.

At the first meeting of the Council, it was planned that the National School Broadcasts, to be heard on Fridays on the CBC Trans-Canada network, will, for the year 1944-45, cover the following courses:

1. "*Conserving Canada*"—Eleven programmes dealing with the natural resources of Canada, especially her forests, wild life, water fowl, soil and minerals, and with the need of conserving them better for the present age and for posterity.
2. "*The Adventures of Canadian Painting*"—Six programmes dramatizing the lives of well-known Canadian painters, from Paul Kane to A. Y. Jackson, centering around one particular picture painted by each artist. Colour reproductions of these pictures will be made available to schools by the National Gallery of Canada, Ottawa.
3. "*Our Canadian Writers*"—Eight programmes planned to give students an idea of leading Canadian writers of our day, with examples of their work.

At the beginning of each broadcast, there will be a short news summary for schools.

The Council considered several other matters, related to school broadcasts: children's programmes heard out of school hours, the use of transcriptions, procedures for evaluation of school broadcasts, French language broadcasts, and frequency modulation.

Resolutions were passed asking the Ministry of Transport to consider the possibility of allocating certain F.M. channels for the exclusive non-commercial use of educational bodies; and asking the Board of Governors of the CBC to seek to arrange with the Government Supply Board that a reasonable proportion of surplus radio equipment, including F.M. transmitters, be made available for purchase by educational authorities at the conclusion of the war.

The Council also requested the Board of Governors of the CBC to enlarge the scope of the Council's activities so as to include the field of subjects in which the National Federation of Home and School is interested: improvement in the educational system; and remedies against child delinquency. A special meeting of the Western Regional Committee on School Broadcasting was held at Banff, August 17-19, 1944. The representatives present were M. P. Toombs (Saskatchewan), Chairman, Dr. H. C. Newland (Alberta), Kenneth Caple (British Columbia), and Miss Gertrude F. McCance (Manitoba). Mr. R. S. Lambert, Supervisor of Educational Broadcasts from the CBC, Toronto, and Mr. Dan Cameron, Prairie Regional Supervisor of Educational Broadcasts, CBC, Winnipeg, were also present on invitation of the Chairman.

With respect to policy, it was agreed that the Departments of Education of the four Western Provinces, sharing in Regional Broadcasts, would consider themselves responsible for the selection of the broadcasting topics, the choice of subject-matter to be included in the broadcast, and the writing of the scripts. After this was done, the scripts would be forwarded to the CBC at Winnipeg, when Winnipeg was the production centre, or in the case of British Columbia, to Vancouver. The same co-operative arrangement in regard to the revision of scripts by the CBC would be maintained. That is to say, the CBC would consider the scripts from the standpoint of broadcasting techniques and make suggestions concerning changes which were necessary. The scripts would then be returned to the Departments concerned for their approval. Following this, the Departments would send the scripts back to the production rooms of the CBC for presentation over the air.

Further: That the Western Regional Committee on School Broadcasting shall consist of representatives of the four Western Departments of Education, and this Committee shall, as a matter of policy, be free to hold these meetings without necessarily having any member of the CBC staff present, and, if it is desirable to have such a member present, the invitation shall be sent to the CBC Supervisor of Educational Broadcasts in sufficient time for him to make all the necessary arrangements to attend himself or to have the appropriate representative attend.

It was resolved that in view of the increasing importance of radio as a teaching aid, and in view of the tremendous demand for educational broadcasting in Canadian schools, the Western Regional Committee on School Broadcasting assembled in conference at Banff urges the desirability for the preparation of a brief to be presented to the members of the Radio Parliamentary Committee emphasizing the importance of school broadcasts as an educational medium and the immediate necessity for the giving of greater support to the CBC in its work of providing educational broadcasts on a national, regional and provincial basis.

Finally, it was resolved that the four Western Provinces take immediate steps to set up a Regional Committee on Audio-Visual Aids along the lines on which the present Radio Committee has been established and that the meetings of this Committee take place at the same time as the meetings of the Western Regional Committee on School Broadcasting.

H.—SCHOOL FILMS

In May, 1944, the Department decided to set up an Audio-Visual Aids Branch, and to begin the work of collecting a library of school films by taking over from the Department of Extension of the University the most of its stock of school films. Accordingly, a special screening and evaluation committee was employed, consisting of city teachers who were conversant with each level of the school programmes, to work through the entire Department of Extension library of sound and silent motion-picture films, film-strips of silent pictures, and lantern slides. Approximately 2,000 titles were reviewed in this project, which was carried out during the summer holidays. Every title approved for classroom use was listed for inclusion in a Departmental catalogue, where it will be assigned a "subject placement," an "optimum grade placement" and a "grade spread."

A permanent Screening and Evaluation Committee was appointed to carry on the work of previewing and evaluating new films and other visual aids to be purchased by the Branch. The Department's new film catalogue is well under way, and will be issued in the early spring of 1945. It sets out the Department's policy with respect to the use of films for the purpose of classroom instruction, and makes a statement about the conditions on which films will be sent to schools, the use and care of films and projectors and the appropriate teaching procedures.

Screened films of the Department of Health, and of Agriculture, and of the Workmen's Compensation Board, will be made available for schools. The Screening and Evaluation Committee has also worked through all of the films available from the National Film Board, either on loan or for use on the Film Board's rural circuits. Such of these as may be used for classroom purposes must be approved and listed by the Branch. Rural circuit programmes intended for schools will be directed by the Branch.

Arrangements have been made for approving projectors, to the cost of which the Department makes a contribution by way of grant. Demonstration classes for teachers operating projectors were conducted at the Lethbridge Teachers' Convention in the fall, and at the Institute of Technology and Art, Calgary, and the University of Alberta, during Christmas week.

Approximately 200 new films are now on order.

REPORT OF THE REGISTRAR

(R. V. BELLAMY)

Reading Tests.

At the beginning of the school year the Examinations Branch distributed Reading Tests to all high schools of the province. These tests were written by all students of grade ten and eleven, and by some students of grade twelve. The test papers were scored by teachers of the schools, and a summary of results for each school was sent back to the Examinations Branch. The Branch prepared norms of achievement for the whole province from the summaries furnished by the schools. Arrangements have been made to have the scores of each student in Vocabulary, Rate, and Comprehension

posted to the permanent, high school record cards on file in the Branch.

Grade XII Examinations.

The Grade XII July Examinations were marked by a staff of 131 sub-examiners under supervision of High School Inspectors H. C. Sweet and H. T. Sparby. The distribution of 20,411 answer papers according to subject was as follows:

English 3 Literature	3,300	Chemistry 2	2,053
English 3 Language	3,300	Physics 2	1,631
Social Studies 3	3,282	Latin 3	340
Algebra 2	1,866	French 3	1,178
Trigonometry and A. Geometry	1,792	German	11
Biology 2	1,658		

The following table gives the number of candidates for the Departmental Grade XII Examinations during the past six years:

Year	1939	1940	1941	1942	1943	1944
Number of Candidates	7,155	7,230	7,030	6,256	5,244	4,950

Appeals for re-marking examination papers were received from 472 students. In all 631 papers were re-read.

Supplemental Examinations were held in August in 64 centres. A total of 1,510 candidates submitted 2,310 papers.

The following table gives the number of Grade XII High School Graduation Diplomas issued during the past five years:

Year	1940	1941	1942	1943	1944
Number of Graduates	2,272	2,400	2,230	1,992	2,047

The table below shows the number of candidates who have written the Special Tests for admission to Normal School:

Year	1940	1941	1942	1943	1944
Number of Candidates	844	748	994	971	707

Grade IX Examinations.

The Grade IX papers were marked by a staff of 133 sub-examiners under the supervision of Superintendents C. H. Robinson and G. L. Wilson.

Students were given general category gradings of A, B, C, or D. The following table shows the distribution of gradings among the 9,703 candidates writing the Grade IX Examination:

FREQUENCY COUNT FOR GRADE IX EXAMINATION

Category	Cities, Towns and Villages		Rurals		Total for Province	
	Number	%	Number	%	Number	%
A	2432	35.30	751	26.69	3183	32.80
B	2374	34.46	989	35.15	3363	34.66
C	1375	19.96	626	22.24	2001	20.62
D	708	10.28	448	15.92	1156	11.92
Total	6889	100.00	2814	100.00	9703	100.00

TABLE SHOWING NUMBER OF CANDIDATES AND WRITING CENTRES FOR GRADE IX EXAMINATIONS

Year	1938	1939	1940	1941	1942	1943	1944
No. of Candidates	9,390	9,431	9,869	9,600	9,772	9,199	9,703
No. of Writing Centres	1,715	1,665	1,493	1,757	1,737	1,515	1,444

TABLE SHOWING GRADE IX CATEGORY GRADINGS

Category	1941		1942		1943		1944	
	No.	%	No.	%	No.	%	No.	%
A	3278	34.31	3099	31.7	3020	32.8	3183	32.8
B	3083	32.27	3467	35.5	3220	35.0	3363	34.7
C	1892	19.80	2105	21.5	1956	21.3	2001	20.6
D	1301	13.62	1101	11.3	1003	10.9	1156	11.9
Total	9554	100.00	9772	100.0	9199	100.0	9703	100.0

Non-Examination Subjects

Confidential Reports covering non-examination subjects of the High School Programme were submitted to the Department by the Principals. Results in non-examination subjects were issued by the Department of Education and were mailed direct to the students. Copies of results were supplied to School Districts and Divisional Board Offices.

Certificates of credits have been issued as indicated below:

Year	1941	1942	1943	1944
Grade XII	5,793	5,204	4,219	3,649
Grade XI	5,730	5,977	5,366	5,355
Grade X	6,773	6,829	6,388	6,663
Special One Year Commercial	118	78	44	11
	<u>18,414</u>	<u>18,088</u>	<u>16,017</u>	<u>15,678</u>

Examinations of Western Board of Music.

Arrangements were made by the Examinations Branch for the examinations of the Western Board of Music. The examinations in Theory were written in February and May at the following centres:

	I	II	III	IV	V
Andrew				1	
Edmonton			2	2	1
Fleet			1		
Hardieville		1			
Lethbridge		1			
Nemiskam	2	6	1		
Total	<u>2</u>	<u>8</u>	<u>4</u>	<u>3</u>	<u>1</u>
Grand Total					<u>18</u>

Mrs. Jessie Kennedy of Rimbey and Mrs. Gladys Egbert of Calgary examined the following candidates in Pianoforte:

	I	II	III	IV	V	VI	VII
Calgary			1	1	1		
Edmonton		4	5	6	2	1	2
Lacombe					1		
Total	<u>0</u>	<u>4</u>	<u>6</u>	<u>7</u>	<u>4</u>	<u>1</u>	<u>2</u>
Grand Total							<u>24</u>

The following table shows the progress of the Western Board of Music over a period of eight years:

Year	Number of Candidates		Total
	Practical	Theoretical	
1937	6	3	9
1938	11	8	19
1939	26	9	35
1940	27	29	56
1941	37	43	80
1942	41	29	70
1943	30	11	41
1944	24	18	42

School Credits for Cadet Training.

High School credits were granted on Cadet Training where the requirements were met in the matter of pre-requisite standing and instruction hours, provided the instruction offered was approved by the Provincial Officers Commanding.

NUMBER OF SCHOOLS REPORTING CADET ACTIVITIES

	Military	Air	Sea	Total
1942	27	13		40
1943	26	22	8	56
1944	61	68	11	140

Scholarships.

The Examinations Branch reviewed the educational standing of students to make recommendations regarding scholarships and prizes offered by the following:

- Grade IX: Alexandra High School, Medicine Hat.
 A.T.A. Local No. 38.
 Bennett Scholarship, City of Calgary.
 Calgary Home and School Association.
 Calgary Separate School.
 Drumheller High School.
 Governor-General's Bronze Medals.
 Gyro Scholarship, City of Edmonton.
 I.O.D.E.
 School Divisions of Ponoka, Red Deer, Rocky Mountain.
 Wetaskiwin Home and School Association.
- Grade XII: I.O.D.E.
 Canadian Women's Club, Calgary.
 Robert Tegler, Edmonton.
 University of Alberta Board of Governors.
 University of Alberta Matriculation.
 University Women's Club.
 Viscount Bennett, Calgary.
 Western Canada, Calgary.

Classification of High Schools.

Principals of high schools submit to the Department on the Form A card information concerning organization of the high school. The table below gives the number of schools offering the type of instruction indicated:

Type of Instruction	1942	1943	1944
Including Grade XII	313	282	256
Including Grade XI but no higher	184	184	173
Including Grade X but no higher	151	121	127
Special one year Commercial	5	6	3
Group C Technical	3	3	2
Group B Commercial	19	25	33
Total Number of Schools in 1942	648		
Total Number of Schools in 1943		587	
Total Number of Schools in 1944			556

Evaluation of Documents of High School Students Entering Alberta.

The Examinations Branch evaluates documents presented by students entering Alberta high schools from without the province. During the war years there has been an increase in the number of high school students transferring from one province to another and from United States to Alberta. In evaluating the standing of these students every effort is made to help the student make a satisfactory adjustment in the new educational system. In 1944 evaluations were made for 372 students as follows:

British Columbia	80
Saskatchewan	157
Manitoba	41
Ontario	43
Quebec	2
Maritimes	4
U.S.A.	28
Miscellaneous	17
Total	372

CERTIFICATES ISSUED DURING THE YEAR 1944

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Interim Certificates:						
High School Class:						
Alberta	29					
(including 10 re-issued, 4 married)						
Saskatchewan		3			32	
Junior High School Class:						
Alberta	10					
(including 4 re-issued)						
Saskatchewan		2				
United States				1	13	
First Class:						
Alberta (married)	5				5	
Elementary and Intermediate Class:						
Alberta	241					
(including 182 re-issued, 51 married)						
British Columbia		1				
Saskatchewan		19				
Ontario		2				
Quebec		1				
Nova Scotia		1			265	
Second Class:						
Alberta (married)	8				8	323
(b) Permanent Certificates:						
Academic Class:						
Alberta (married)	2					
High School Class:						
Alberta	50					
(including 19 re-issued, 4 married)						
Junior High School Class:						
Alberta	10					
(all re-issued)						
First Class:						
Alberta	75					
(including 2 re-issued, 61 married)						
Elementary and Intermediate Class:						
Alberta	381					
(including 18 re-issued, 61 married)						
Second Class:						
Alberta	69				587	587
(included 61 married)						
	880	29		1	910	910

N.B.—The above table includes in its Alberta list 244 certificates re-issued to teachers who qualified for certificates of higher rank than those originally granted to them: 257 re-issued on account of change of name through marriage; 1 re-issued on account of "Change of Name."

Students holding the High School Diploma who completed the three months' course of training at the 1943-44 Normal School session, were granted the Special Interim Certificate, valid until July 31st, 1944, the War Emergency Certificate to be issued upon the recommendation of a school inspector and replaced by the Elementary and Intermediate School Certificate upon completion of further professional courses. Students entering with eight-five credits or more, who completed the six and one-half months' course, qualified for the High School Diploma and the War Emergency Certificate upon the recommendation of the Normal School principal, the Elementary and Intermediate School Certificate to be issued upon completion of further professional courses. Letters of Authority were also issued to persons whose academic and professional training was satisfactory to the Department. This action was taken so that schools might be kept in operation which would otherwise be without teachers owing to war-time conditions.

Special Interim Certificates	55
War Emergency Certificates	512
Letters of Authority	204

Special Certificates have been issued as follows for the teaching of Art, Music, Dramatics, Physical Education, Shop Subjects, Home Economics, Bookkeeping, Typewriting, Stenography, and Commercial Subjects. Qualifications for these special certificates may be obtained by courses taken at Summer School, at the University, or other recognized institutions.

(c) Special Certificates:	
Advanced Certificate	5
Senior Certificate	58
Junior Permanent	192
Junior Interim	13
Kindergarten-Primary Certificate	9
Total	277

REPORT OF THE CORRESPONDENCE SCHOOL BRANCH FOR THE YEAR 1944

(J. W. CHALMERS, *Director*)

In many respects, the year 1944 has been the most difficult for the Correspondence School Branch since its formation. This was because of the fact that so many of the rural schools of the province were left without teachers when the school term opened in October 1944. To alleviate the situation, the Minister approved the extension of a plan tried out the previous year, whereby such schools might possibly be kept open under the charge of a supervisor, and the instruction of the students would be carried on by the Correspondence School Branch. The result was that nearly 200 such schools were opened with almost 3,000 students in the elementary and lower intermediate grades. To handle this large number of students, this Branch was under the necessity of doing a great deal of reprinting of courses, circulars, bulletins, application forms, etc., and of securing the services of qualified teachers, after the school year had started.

Because of the greatly increased enrolment in the lower grades, staff changes have been too numerous to specify. However, among these should be noted the resignation of Miss Vada McMahan, B.Sc., who left early in the year to be married. Miss McMahan filled her position as High School Section Supervisor very capably, showing interest, enthusiasm and initiative of a very high order in carrying out her work. Her position was left vacant until near the end of the year, when the Director, having been retired by the R.C.A.F., returned to take up his duties, at which time the Acting Director, G. F. Bruce, B.A., B.Paed., B.Ed., reverted from the position of Acting Director to Assistant Director and High School Section Supervisor. It is apparent that in the absence of the Director, Mr. Bruce and other members of the staff carried on the work of the Branch with complete efficiency and loyalty to the ideals of service that have become a tradition with the staff members.

NON-INSTRUCTIONAL ACTIVITIES

In addition to the preparation of correspondence courses and the correction of lessons, many other services were carried on for the benefit of the students. A library of some 2,000 volumes—reference books in literature, science and other subjects—has been built up and is in constant use. On a typical day during the school year, the librarian will send out to students anywhere from 30 to 50 books.

Two students' publications have been established for the intermediate and the high school grades. These periodicals, published twice a year, contain mainly material such as essays, stories, poems, prepared by the students themselves. The opportunity of having their work so published has proven a powerful motive for the students to do the best work that they can during the year. These publications are eagerly awaited by all those registered for courses with this Branch.

The instructors of this Branch have now completed their third year of preparation and delivery of educational broadcasts over CKUA. Throughout the year, programmes in French 1, 2 and 3

were regularly broadcast by Maurice Lavallee, B.A. The guidance series entitled "Choose Your World" was also a regular fifteen-minute feature on this radio station. For the first half of the year, the social studies programme called "These Make History" was also a regular feature. This, however, was not continued during the fall term as the instructor responsible, Leonard Bercuson, M.A., has now left our Branch.

This year, as always, the Director or Acting Director has been called upon from time to time for advice and suggestions to students in planning their educational programme.

During the year the Branch handled over 2,500 English correspondence papers for Canadian Legion War Services.

ELEMENTARY SECTION

As mentioned above, the work of the Elementary Section during the year has been tremendously complicated by the phenomenal increase in registrations in grades 1 to 6 inclusive. Despite the fact that this meant practically quadruplicating the staff of instructors in this Section, the services of the Branch have been efficiently carried out largely due to the capable leadership and valuable experience of the Section Supervisor, Miss Sadie K. Robinson.

Table 1 below shows the summary of enrolments in the Elementary Section, while Table 2 gives the total enrolment from January 1944 to December 1944.

TABLE I

	Gr. I	Gr. II	Gr. III	Gr. IV	Gr. V	Gr. VI	University Hospital
Carried Forward	264	154	103	87	81	51	
New Enrolments	682	564	559	510	465	503	175
Unorganized	40	40	31	22	19	15	
Organized (Approved)	480	401	444	405	360	386	
N.W.T.	2	1	2				
School Closed	30	45	24	36	37	22	
Medical Certificate	2	5	4	5	5	8	
Adults				1	1	2	
Eligible re School Act	128	72	54	41	43	70	
Total Enrolment	946	718	662	597	546	554	175
Promotions	104	79	43	30	25	12	
Cancelled Courses	161	54	45	45	47	84	
Returned to School	69	122	83	83	49	55	
Total Enrolments for Grades I to VI							4198

TABLE II

Grade I pupils carried forward to December 31, 1944	612
Grade II pupils carried forward to December 31, 1944	463
Grade III pupils carried forward to December 31, 1944	491
Grade IV pupils carried forward to December 31, 1944	439
Grade V pupils carried forward to December 31, 1944	425
Grade VI pupils carried forward to December 31, 1944	403
Total Promotions Grades I to VI, inclusive	293
Total Cancelled Courses Grades I to VI	436
Total Returned to School, Grades I to VI	461
Total University Hospital Cases, Grades I to VI	175
Total enrolment	4198
Total enrolment from January 1943 to December 1943	1708
Increased enrolment for 1944	2490

INTERMEDIATE SECTION

The tasks confronting the Intermediate Section, especially in Grades VII and VIII, have also been particularly difficult because of the great increase in registrations of students in supervised schools. However, through the able direction of the Section Supervisor, Miss E. C. Hopkins, Ph.B., all problems have been successfully solved.

During the school year 1943-44, the Intermediate Section of the Correspondence School Branch gave instruction to 692 students of Grades VII, VIII and IX, as shown in the following table.

TABLE III
ENROLMENT IN INTERMEDIATE SECTION FOR 1943-44

Grade VII	104
Grade VIII	122
Grade IX	366
Total	692

Promotion certificates were issued to 28 Grade VII students, and to 27 of Grade VIII, as at the end of the school year, July 15, 1944. The promotion figures may seem low in comparison with the registration, but the situation may be explained in several ways. Many students were enrolled in correspondence courses until such time as teachers could be obtained for local schools, when they were cancelled and transferred to classroom instruction. In addition, students of Grade VII and VIII are enrolled at various times during the year, allowed to work at their own rate, and promoted when their courses are finished. Among students listed under the heading "carry-over," in Table IV below, are many students whose promotion certificates would be issued later than July 15, 1944.

TABLE IV
GRADES VII and VIII REGISTRATIONS FOR 1943-44

	Total Registrations	Cancellation	Promotions	Carryover
Grade VII	104	44	28	32
Grade VIII	112	51	27	44
Total	226	95	55	76

Of the 366 Grade IX registrants, the names of 194 appeared on the Confidential Report forwarded to the Examinations Branch, prior to the departmental Examinations, beginning July 17, 1944. Of these:

119 were recommended by the Correspondence School.
3 were recommended, but failed to report for the examinations
72 were enrolled in options only or in partial courses and recommended for the examinations by local schools.

Total 194

Of the total number of registrants in Grade IX, a larger number were recommended as candidates for the departmental examinations than in 1943. A comparative statement of percentage gradings is given in Table V below.

TABLE V
PERCENTAGE OF GRADE IX CANDIDATES

	1943		1944	
A students	33	34.7%	36	30.2%
B students	31	32.6%	41	34.4%
C students	20	21 %	25	21.2%
D students	11	11.5%	17	14.1%
	95		119	

A comparative statement of the registrations in 1943 and 1944 is given on the following page.

DEPARTMENT OF EDUCATION

TABLE VI

		Regist.	Canc.	NET	On Conf. Report	Carry- over
Percentage of number registered	1943-44	100%	18.3%	81.7%	53%	28.79%
	1942-43	100%	30.6%	69.4%	46%	23.49%
Complete one-year registrations	1943-44	212	43	159	90	79
	1942-43	209	73	136	67	69
Complete two-year registrations	1943-44	29	6	23	20	3
	1942-43	104	59	45	17	28
Compulsory subjects only	1943-44	7	3	4		4
	1942-43	44	8	36	20	16
Options only	1943-44	72	5	67	67	
	1942-43	131	9	122	122	
Partial Courses						
Transfers from schools	1943-44	39	8	31	17	14
Private Tuition (Adult Students)	1943-44	7	2	5		
	1942-44	4	2	2		
	1943-44	366	67	299	194	100
	1942-43	492	151	341	226	85

The decrease of registrants in options in 1943-44 is due to change in Departmental regulations regarding the qualifications for teaching options in the rural schools.

TABLE VII
COMPARATIVE REGISTRATION IN INTERMEDIATE SECTION

	As at Dec. 31, 1943	As at Dec. 31, 1944
Grade VII	73	391
Grade VIII	105	377
Grade IX	357	512
Total	535	1280

The increased registration made necessary an increase in the teaching staff. Whereas the services of one regular and one-half time teacher were sufficient to meet the demands of Grade VII and VIII work during 1943-44, the services of seven full-time and one half-time teacher were required in the autumn of 1944. There was little change in the personnel of the Grade IX staff.

HIGH SCHOOL SECTION

In high school grade a total of 2,526 students registered for correspondence courses.

A brief comparative statement for the year 1942-43 and 1943-44 is given below.

TABLE VIII

Total number of non-examination courses taken	Total number of passes	Percentage of enrolled who successfully completed courses
1942-43 4,890	1,995	40.8
1943-44 4,182	2,081	49.7
Total number of examination subjects taken	Total number of passes on July exams.	Percentage of successes based on total number of subjects taken
1942-43 1,393	506	36.3
1943-44 1,411	514	36.4

With exact figures for the number of courses written when the supplementary examinations were held in 1943, are not readily available, it might be stated that in August 1944, 72 examinations were successfully written by correspondence students. If this number be added to the number of passes in July the total percentage of courses successfully attempted would be slightly over 40.

In comparison with the percentage of courses successfully completed on non-examination subjects, the percentage is low. Two reasons are given for this condition:

1. Teachers registered originally for heavy courses only to find that increased pressure of school work made it impossible for them to attain their objectives this year.
2. Members of the armed forces, being moved from place to place and studying under difficult circumstances, found it necessary to discontinue many courses.

With a view to discouraging adults from applying for too many courses, regulations now require them to pay their full fees in advance with no refunds to be made on any course.

It is interesting and encouraging to see the academic achievement of correspondence students at the Grade XII level. This year of the total number of candidates, 85% were successful; of these over 26% obtained (A) gradings, eighteen of whom received a mark of over 90%. This shows clearly that it is possible to obtain correspondence instruction of high order, if the student does his part.

What is even more gratifying to all instructors from Grade I to XII is a personal letter of appreciation. More letters of this kind were received in the year 1943-44 than ever before. One girl took the trouble to write five different letters, one to each of her instructors.

TABLE IX
COMPARATIVE TABLE OF ENROLMENTS

Grade	Year 1942-43		Year 1943-44	
	Class & Corres. Program	Corres. Program only	Class & Corres. Program	Corres. Program only
X	399	349	201	306
XI	383	211	478	259
XII	530	376	559	300
Sub-totals	1312	936	1238	856
	Year 1942-43		Year 1943-44	
Teachers	233		209	
Adults	159		214	
Grand total	2640		2526	

In the school year 1944-45, the high school enrolment decreased slightly. Probably due to the scarcity of classroom teachers, the enrolment for courses at the Grade X level increased. However, this was more than offset by a decrease in the enrolment in Grade XII subjects.

Beginning in the fall of 1944, students were not permitted to register initially for courses totalling more than 15 credits, with the definite understanding that better students could add to their programmes. This policy has proven its value. Several have had courses added and a few outstanding students will probably earn upwards of 25 credits this school year.

Comparative figures for December 31, 1943 and December 31, 1944 are as follows:

TABLE X
HIGH SCHOOL REGISTRATION BY SUBJECTS

	Dec. 31, '43	Dec. 31, '44
Gross Total	5128	4423
Less Cancellations	297	172
Net Total	4831	4251
No. of Students	2307	2172

The figures for the two years are not comparable because of the difference in the school year and because of the fact that at the beginning of the fall of 1944, our registrations were limited to a total of not more than 15 credits to start with. A more valid comparison can be made at the end of the school year 1944-45, and we shall then be able to know how many students needed High School courses this year.

ADMINISTRATIVE SECTION

Because of the increased number of students enrolled, especially in the lower grades, the work of the Administrative Section has been complicated this year. Despite this fact, the staff, under the efficient direction of the Branch Secretary, S. E. Kenworthy, was able to carry on and meet all difficulties as they arose; and this despite numerous staff changes. The work performed by the Administrative Section is absolutely essential to the success enjoyed by the Branch as a whole.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(W. H. SWIFT)

STAFF

During the year 1944 the following changes of staff occurred:

Early in the year Mr. Delmar T. Oviatt, M.A., graduate student at Stanford University and formerly principal of the Barnwell Consolidated School Districts, was appointed to be superintendent at Taber, where a vacancy existed.

At midsummer Mr. F. B. Facey, M.A., a teacher in the University High School, Edmonton, was appointed to fill the vacancy existing at Castor which had resulted from the enlistment during the preceding December of Dr. J. C. Hewson.

During November the Department suffered the loss of an efficient member of the staff through the death of Mr. Lorne Good, superintendent of Foothills Division. Mr. Good was appointed in 1930 and had rendered effective service throughout the fourteen years.

Mr. Robert Warren, B.A., was awarded a fellowship at Harvard University and was granted leave of absence for a year, dating from October. His position was filled by F/O Earle G. McDonald, B.A., who had been superintendent at Sangudo prior to his enlistment.

At the end of the year two vacancies existed, at Provost and at Neutral Hills, though these were filled during January by returning enlisted men.

ORGANIZATION OF INSPECTORAL STAFF

The elementary and intermediate school inspectors are responsible for the supervision of instruction in Grades I to IX. Each inspector acts also as superintendent of a school division, advising the board with respect to educational matters. Seven superintendents are attached to two divisions, three of which are the very small newly formed divisions of Fort Vermilion, Slave Lake and East Smoky. Three high school inspectors visit schools or rooms offering work above Grade VIII.

Assistant Chief Inspector W. E. Frame supervises commercial departments throughout the Province and high school rooms in the Peace River-Grande Prairie area.

Special supervisors visit classrooms in which Home Economics and General Shop instruction is offered.

INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS AND
SUPERINTENDENTS OF DIVISIONS

	Rooms			Total
	Elementary and Intermediate Div.	Non-Div.	High Schools	
J. D. Aikenhead, M.A., Berry Creek No. 1	16		5	64
and Sullivan Lake No. 9	34	9		
Finlay Barnes, B.Sc., B.Ed., Rocky Mountain No. 15	86	22	8	116
L. A. Broughton, B.A., Lac La Biche No. 51	45	20	3	68
T. C. Byrne, M.A., Foremost No. 3	61	13	12	86
H. T. Coutts, M.A., Wainwright No. 32	63	13	10	86
X. P. Crispo, M.A., Olds No. 31	104	18	11	132
W. R. Dean, B.A., Fairview No. 50	43	6	4	53
E. M. Erickson, B.A., B.Ed., Sturgeon No. 24	100	27	11	138
A. B. Evenson, B.Sc., B.Ed., St. Mary's River No. 2	51	53	28	132
F. B. Facey, M.A., Castor No. 27	63	8	11	130
and Neutral Hills No. 16	45	3		
C. Ross Ford, B.A., Edson No. 12	48	38	12	98
A. R. Gibson, M.A., B.Paed., Lamont No. 18	88	14	10	112
J. R. S. Hambly, B.Sc., B.Ed., Acadia No. 8	42	7	5	54
F. Hannochko, B.A., B.Ed., Two Hills No. 21	98	5	10	113
W. E. Hay, B.Paed., Stettler No. 26	66	50	16	132
E. W. Hinman, M.A., Pincher Creek No. 29	33	51	14	98
W. E. Hodgson, B.A., B.Ed., Athabaska No. 42	79	20	4	103
G. F. Hollinshead, B.Sc., Stony Plain No. 23	84	17	6	107
C. B. Johnson, B.Sc., M.A., Grande Prairie No. 14	82	46	18	146
W. S. Korek, B.Sc., Macleod No. 28	33	25	15	73
H. A. Kostash, B.A., Smoky Lake No. 39	105	7	15	112
L. W. Kunelius, M.A., B.Sc., Pembina No. 37	96	14	8	118
C. M. Laverty, B.A., Foothills No. 38	31	48	24	83
J. J. LeBlanc, B.A., Clover Bar No. 13	113	10	7	130
R. V. McCullough, A.B., Bow Valley No. 43	27	3	18	105
and E.I.D. No. 44	50	7		
E. G. McDonald, B.A., Killam No. 22	60	28	12	100
J. A. McKay, B.Sc., M.A., Lac Ste Anne No. 11	78	9	4	91
J. H. McLean, M.A., Holden No. 17	77	10	8	95
Munroe MacLeod, M.A., Wheatland No. 40	58	18	13	89
E. C. Miller, B.A., Vermilion No. 25	89	16	11	116
D. T. Oviatt, M.A., Taber No. 6	38	21	10	69
R. Racette, B.A., St. Paul No. 45	79	15	9	103
C. H. Robinson, M.A., M.Ed., Camrose No. 20	77	28	19	124
H. R. Ross, B.Sc., Ponoka No. 34	82	50	24	156
John Scoffield, B.A., Wetaskiwin No. 36	69	18	8	141
and Strawberry No. 49	46			
E. C. Stehelin, B.A., McLennan No. 47	31	33	5	123
and Spirit River No. 48	48	6		
J. L. Sylvestre, B.A., Bonnyville No. 46	81	10	8	99
L. A. Thurber, B.Sc., Red Deer No. 35	84	47	18	119
L. A. Walker, B.A., Medicine Hat No. 4	72	6	20	98
J. F. Watkin, M.A., M.Ed., Drumheller No. 30	64	72	25	161
E. W. White, B.A., Vegreville No. 19	64	20	12	96
Owen Williams, B.A., Lethbridge No. 7	76	27	40	143
Geo. L. Wilson, B.Sc., Calgary No. 41	77	30	13	120
Hugh B Wilson, B.Sc., Peace River No. 10	52	18	6	76
Provost No. 33	46	11	6	63
	3234	1047	556	4771

NOTE:—The above figures represent the rooms which would have been in operation except for the shortage of teachers existing at the end of the year. The actual number of rooms operating at the end of the year was in some instances fewer than indicated.

INSPECTORS OF HIGH SCHOOLS

D. M. Sullivan, M.A.—Northern Alberta.

H. C. Sweet, B.A.—Central Alberta.

H. T. Sparby, M.A.—Southern Alberta

SUPERVISORS OF SPECIAL SUBJECTS

W. E. Frame, M.A.—Commercial.

Miss Jeannette Hinman, B.Sc.—Home Economics

A. P. Tingley, B.A.—General Shop.

Supervision of Elementary and Intermediate Grades

The following tables compiled from statistics supplied by the superintendents summarize the work accomplished during the year 1944:

1. TABLE OF MILEAGE

	Total	Average per Inspectorate
(a) Rail or bus	45,694	1,038.50
(b) Road	375,254	8,528.50
(c) Other conveyance (air, etc.)	1,066	24.22
(d) Mileage not charged to Dept (paid by Div. Board, etc.)	22,168	503.82
	444,182	10,095.04

DEPARTMENT OF EDUCATION

2. INSPECTION AND SUPERVISION

	Total Days	Average per Inspectorate
(a) Schools in Divisions	2,731.50	62.08
(b) Schools in Inspectorates but outside of Divisions	467.00	10.61
(c) Schools not in Inspectorates	180.50	4.10
(d) Indian Schools	32.50	.74
(e) Private Schools	25.00	.57
	<u>3,436.50</u>	<u>78.10</u>

3. INVESTIGATIONS OR ADMINISTRATIVE WORK

	Total Days	Average per Inspectorate
(a) Districts in Divisions	2,293.00	52.11
(b) Districts in Inspectorates but outside of Divisions	224.75	5.11
(c) Official Trustee duties	303.00	6.89
(d) Attendance work	172.00	3.90
(e) Examination work for Dept.	124.25	2.82
(f) Teaching in Summer School	125.00	2.84
(g) Other special work for Dept.	510.50	11.60
(h) Reports, Correspondence, Office duties	3,879.75	88.18
(i) Divisional Board meetings	665.25	15.12
(j) Conventions, School Fairs, Festivals	485.00	11.03
	<u>8,782.50</u>	<u>199.60</u>

NOTE:—In computing averages the number of inspectors as at December 31, 1944, has been taken as divisor. Since there were many changes of staff during the year, with inspectorates vacant for various periods, the averages must be regarded as approximate.

4. INSPECTION AND SUPERVISION

Number of rooms visited in supervisory capacity during the year and reports submitted to the Department:

	In Divisions	Outside Div. but in Inspec- torates	Outside Inspec- torates	Total
Once	1,542	733	235	2,510
Twice	1,045	111	11	1,167
Three times	403	15	5	423
Four or more times	163	1	0	164
Totals	<u>3,153</u>	<u>860</u>	<u>251</u>	<u>4,264</u>

5. Number of visits of half-day duration	5,135
Number of visits of less than half-day duration	1,669
Number of complete reports submitted	3,685
Number of memo. reports to teachers	1,865
Number of visits with no reports	1,298

6. Number of rooms the work of which was not inspected or supervised during the year:

(a) In Divisions	146
(b) Outside Divisions	96
Total	<u>242</u>

7. DISTRICTS, ROOMS AND OPERATION

	In Divisions	Outside Divisions	Total
(a) Total number of districts	3,530	279	3,809
(b) Total number of districts in which local school was operated	2,354	251	2,605
(c) Number of operating rooms	2,904	992	3,896
(d) Number of operating schools (including Elementary, Intermediate and High Schools):			
(1) One room	2,014	56	2,070
(2) Two rooms	251	38	289
(3) Three rooms	64	41	105
(4) Four rooms	26	43	69
(5) More than four rooms	45	98	143
	<u>2,400</u>	<u>276</u>	<u>2,676</u>

(N.B.—This return does not include the cities of Calgary and Edmonton)

8. The following table summarizes the extent to which instruction in Grades IX, X and XI has been authorized in one room schools of the province for the December term:

Grade IX	869
Grade X	12
Grade XI	1

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED BY
REPORTS OF THE DIVISIONAL SUPERINTENDENTS

Information received from the staff of Inspector-Superintendents regarding educational conditions and progress in their respective areas has been consolidated and appears below. The matters here reported on are chiefly in the fields of operation and administration. A summary covering supervision and instruction will be found in the report of the Supervisor of Schools.

A.—General Economic Conditions

Reports from Inspector-Superintendents reveal that 1944 has been a year of real prosperity. With the exception of the Medicine Hat area no general crop failures have been reported. Hail occasioned some losses in the Bassano and Neutral Hills regions and floods around Lac Ste Anne were reported. However, the abundance of ready employment at high wages has precluded any real hardship which might have followed these misfortunes. The general good fortune of the people is reflected in many reports of plans for building and extending educational services.

B.—Teacher Supply, Operation of Schools, Salaries

(a)—Effect of the War on School Operation.

War conditions have, for the most part, made it necessary to postpone new building plans, and elaborate changes in the regular schemes for school operation have been out of the question. Boards have found it increasingly difficult to maintain regular repair and renovation service and have found costs higher than ever. Fewer persons have been willing to do janitor work and there has been little interest in the local schools.

In general, classrooms and pupil supplies have been available in standardized qualities, but publishers have been unable to supply the demand for many texts and reference books for which there has been greater call than usual.

(b)—Supply of Qualified Teachers.

Though very few teachers have during 1944 actually left the profession to join the Armed Forces, the depletion of the ranks of competent and well qualified teachers has been more alarming than ever. Only nine divisions had complete staffs on October first and the numbers of teachers of low qualification engaged were greatly out of proportion. Many divisions have been glad to avail themselves of the services of married women who have been long out of touch with the classroom and who must divide their attention and responsibility between home and school. Reports on conditions in senior rooms are conspicuous by their reference to the lack of suitable male teachers.

The number of rooms for which no teacher could be found ran as high as seventeen in one division and in some cases exceeded a third of the schools within the divisions reporting. The release from the Normal Schools of the fall trainee classes has somewhat alleviated the serious shortage.

Many procedures have been adopted to maintain educational service at a satisfactory level: schools with small enrolments have been grouped, makeshift van service has been provided, new van

routes have been established, salaries have been raised and bonuses provided to attract as many teachers as possible, new teacherages have been built to accommodate teachers with families, teachers qualified in other provinces have been issued letters of authority to teach in Alberta. Two instances have been reported of one teacher instructing two groups, one in the morning and one in the afternoon.

Under these conditions superintendents have found the quality of instruction progressively poorer and have had to be less exacting than usual or risk the loss of such teachers as they have.

(c)—*Teachers' Salaries.*

It seems evident that the difficulties which boards have experienced in securing teachers, particularly good teachers, and the disdain with which our best young people regard the status of the teacher have begun to affect the general attitude toward teachers' salaries. While the basic statutory minimum remains at \$900 per annum, not one of the schedules reported showed a minimum under \$940; more than half show minima of \$1,000 or more and one offers a minimum of \$1,200 for elementary teachers. Maxima for rural and elementary teachers vary from \$1300 to \$1650. Most schedules establish comparatively higher minima and maxima for intermediate and high school teachers.

Schedules show some variation in increments with a tendency toward higher salary increases for the first two years. The average increment is approximately fifty dollars per year, and full credit is usually allowed for past teaching experience anywhere in Alberta, though a few place a premium on experience within the division. Teachers whose certificates have lapsed are not usually granted full increments for past experience.

Principals receive additional consideration for supervision averaging about \$50 per room other than their own. Schedules variously evaluate special certificates, university degrees, and special training. Special bonuses provide for difficult schools and one schedule provides a cost of living bonus for married teachers with dependents.

In many divisions salary negotiations are being re-opened and it appears that the level will rise toward the \$1200 basic minimum being asked by the A.T.A.

(d)—*Isolation Bonus.*

Isolation bonuses this year were apportioned on the basis of score sheets submitted by superintendents. They ranged from \$50 to \$200 per school. Their chief purpose, that of attracting teachers to isolated and undesirable schools, seems to have been highly successful, though two superintendents having areas of great unattractiveness did not find them effective in holding teachers.

C.—*School Divisions*

At the first of the year the Lac La Biche School Division, No. 51, came into operation, resulting in changes of the boundaries of Athabasca and Pembina Divisions. Otherwise only minor adjustments were made with respect to boundaries. At the end of the year plans were complete for the organization of small divisions in the Fort Vermilion, Slave Lake and East Smoky areas. The

effecting of these plans will reduce to a very small number the rural districts not in divisions. Those remaining are largely mining and lumbering districts.

At the end of the year 44 inspectors served as superintendents of 50 school divisions.

The following list includes the secretary of each division as at December 31, 1944:

ALBERTA SCHOOL DIVISIONS

No.	Name	Secretary-Treasurer and Address
1.	Berry Creek	J. A. Lukey, Sunnynook
2.	St. Mary's River	S. Hesketh, Cardston
3.	Foremost	D. Terriff, Foremost
4.	Medicine Hat	F. G. McLaughlin, Royal Bank Bldg., Medicine Hat
6.	Taber	H. J. Hart, Taber
7.	Lethbridge	Mrs. Jean E. Glover, Bank of Nova Scotia Bldg., Lethbridge.
8.	Acadia	C. G. Peterson, Oyen
9.	Sullivan Lake	H. K. Fielding, Hanna
10.	Peace River	P. R. Sproul, Peace River
11.	Lac Ste Anne	F. W. Wiggins, Sangudo
12.	Edson	Claude Clark, Edson
13.	Clover Bar	Chas. Bowker, 10076 100th St., Edmonton
14.	Grande Prairie	Miss B. Tissington, Grande Prairie
15.	Rocky Mountain	J. Stronach, Rocky Mountain House
16.	Neutral Hills	C. G. Stillings, Consort
17.	Holden	V. J. Reavy, Holden
18.	Lamont	Mrs. M. Woycenko, Lamont
19.	Vegreville	D. W. Kennedy, Vegreville
20.	Camrose	A. G. Lewis, Camrose
21.	Two Hills	P. M. Shavchook, Two Hills
22.	Killam	H. T. H. Roberts, Killam
23.	Stony Plain	H. H. Wolfe, Stony Plain
24.	Sturgeon	E. Meaden, 37 Gariepy Block, Edmonton
25.	Vermilion	J. R. Robson, Vermilion
26.	Stettler	Mrs. W. Petherbridge, Stettler.
27.	Castor	A. B. Wetter, Castor.
28.	Macleod	A. P. Grant, Granum
29.	Pincher Creek	Miss J. G. Fraser, Pincher Creek
30.	Drumheller	H. E. Gusella, Drumheller
31.	Olds	S. Gilson, Didsbury
32.	Wainwright	Oliver G. Griffith, Wainwright
33.	Provost	J. H. Cochrane, Hughenden
34.	Ponoka	Deforest Nelson, Ponoka
35.	Red Deer	R. C. Ives, Red Deer
36.	Wetaskiwin	Russell Stevens, Wetaskiwin
37.	Pembina	Walter Burchett, Westlock
38.	Foothills	J. W. Donald, High River
39.	Smoky Lake	Mrs. Mary Kokotilo, Smoky Lake
40.	Wheatland	H. C. Wilson, Strathmore
41.	Calgary	E. D. Batttrum, 1001 8th Ave. West, Calgary
42.	Athabasca	J. A. Macintyre, Colinton
43.	Bow Valley	A. E. Scaife, Cluny
44.	E.I.D.	G. E. Smith, Brooks
45.	St. Paul	J. A. Hamilton-Langlois, St. Paul
46.	Bonnyville	W. J. Chester, Bonnyville
47.	Spirit River	John Paul, Spirit River
48.	McLennan	Miss Mary MacArthur, McLennan
49.	Strawberry	F. O. Simmons, Thorsby
50.	Fairview	Mrs. M. F. Malkinson, Fairview
51.	Lac La Biche	Miss M. Y. Langevin, Lac La Biche

(a)—*Capital Expenditures.*

Elaborate building projects have had to be postponed until labor and material are again available. Emergency building, fire replacements, and some teacherage construction have been undertaken and found to be costly.

Sudden increases in local school populations have frequently been cared for by moving in vacant schools. In addition thirty-six one-room schools or additions have been newly built in 1944.

In the Lethbridge Division a six-room school has been completed to replace the building destroyed by fire at Barrhill.

Bow Valley has erected a good four-room school to supplement existing accommodation.

Three-room schools have been built by Sturgeon and Pembina Divisions. Smoky Lake Division reports two new two-room structures, and Olds and Athabasca Divisions report one each.

The offer of the Department of Education to contribute toward the cost of teacherages of specified designs has greatly stimulated activity. Sixty new teacherages have been built during 1944, many being two, three or four-room structures to provide comfortable and attractive homes for teachers.

Ponoka Division reports the installation of five sets of indoor toilets.

Funds for building and capital expenditures are for the most part provided from current revenue. In a few cases short term loans have been arranged to cover current programmes. Seven divisions have adopted a policy of creating a building fund by requisitioning for a special levy of 1 or 2 mills. Only two divisions—Lamont and Clover Bar—report debenture sales to finance capital expenditures.

(b)—*Dormitories.*

The dormitory seems to provide the most acceptable method for caring for pupils who must leave home to attend high school. During 1944 dormitory facilities have been available in 18 divisions and have accommodated 380 girls and 265 boys. Some of these have been very make-shift arrangements, others have been well built and well operated units, the most elaborate being the \$20,000 dormitory at Drumheller.

At Athabasca the Anglican Church has operated two separate hostels accommodating boys and girls. At Provost a Roman Catholic dormitory has cared for 15 girls.

The staff required varies with the size and plan of the system. In some a matron-cook suffices. In others a cook, a girls' supervisor and a boys' supervisor must be employed. In all cases pupils must share the work connected with meals and housekeeping and each is required to furnish his or her own bedding and linen.

Costs to pupils range from \$9.75 to \$15.50 per month. Pupils ordinarily return to their homes for week-ends and must pay additional fees if they remain at the dormitories, but in two cases week-ends are included in the rates and refunds are made if pupils go home. Charges cover food, fuel, light and water in all cases. Some divisional boards assume costs of repairs and maintenance and salaries of the staff.

In all dormitories regulations are made to govern all phases of life in residence. Pupils who cannot conform are asked to leave. Study hours are regular. Recreation is encouraged as far as facilities will permit and everything is aimed to provide a healthy, happy situation for the boys and girls.

Through their experiences boards have come to agree on certain desirable features for dormitories:

- (1) There should be separate wings for boys and girls.
- (2) Sleeping wards are better than smaller rooms.
- (3) Commodious reading and recreation rooms are very important.
- (4) Carefully chosen and well-trained supervisors are imperative to harmonious relationships.

Number of Divisions operating dormitories	18
Number of pupils accommodated	645

(c)—*High School Instruction.*

Electors are becoming more insistent upon equalization of privilege with respect to secondary education. Most divisional boards discharge the responsibility as follows:

(1) Arrangements are made for pupils to attend large high schools operated by the division itself, by a town or city or jointly by school division and town or city.

(2) Centralized schools of two or more rooms are established, in at least one of which high school courses are offered.

(3) Tuition payments are made, sometimes augmented by other financial assistance to enable pupils to attend high schools of their own choice.

(4) Boards assume the cost of correspondence courses in high school work.

Provision of dormitory facilities, extended van service and payments in lieu of transportation are usually part of the service.

As small high school units are unable to offer much opportunity for pupil choice in optional subjects, they are losing popularity in the regions where larger schools are accessible.

Holden, Lac La Biche, Spirit River and McLennan Divisions have not yet embarked on policies of providing secondary education. Elsewhere the service is increasing. In the Calgary Division 10% of the total enrolment is in high school, pupils chiefly attending Calgary city schools.

(d)—*Conveyance.*

Conveyance resolves itself into two systems: first, that of providing actual means for transporting children to and from school; and second, payments in lieu of transportation to assist parents in making satisfactory arrangements for their children.

School vans vary from horse-drawn vehicles and cars carrying as few as three children to large buses—one of which is reported to carry 62 pupils. Van service of one type or another is sponsored by 29 divisions. Lethbridge leads the way with 23 vans owned by the division, and 34 privately owned, carrying a total of 1468 pupils at a cost of \$70,514.82 in 1944.

Van contracts, costs and regulations vary greatly. All licensed vans are covered by insurance, including passenger and public liability protection in nearly all cases. Some systems provide for only elementary school pupils, while others carry all pupils. Some pick up the children at the doors of their homes, while others come no nearer than 1½ miles. Some arrange for heated waiting houses while others do nothing about this problem.

Payments in lieu of transportation are subject to the following variations and are often limited to apply only to pupils of Grades I to IX.

- (1) Graduated payments based on the distance above 3 or 3½ miles to nearest school.
- (2) Paid only to pupils whose home school has been closed.
- (3) Paid only in special cases.
- (4) Paid to pupils who must travel more than 1½ miles to a van route.

Most schedules include an upper limit of \$1.00 or \$1.50 per family.

Special provision is often made for pupils who must board away from home to attend school.

Reports indicate that demands for payments in lieu of transportation are increasing and that this item is becoming a large figure in the budget.

Number of regular van routes	365
Number of pupils carried	6,599

(e)—*Centralization.*

By centralization is meant the bringing of pupils of several districts to a central point at which a graded school is established. In its simplest form the centralization may consist of a pulling together of the schools of two districts and dividing the pupils into junior and senior rooms. At the other extreme is the centralization of many districts where there is a teacher for every grade and where provision is made for the broadcast curriculum in the secondary school.

As the many advantages and disadvantages are carefully weighed by divisional boards it is significant that only 15 Inspector-Superintendents report no centralization. While the shortage of teachers may have necessitated small centralization plans, the impracticability of building large schools and dormitories and of establishing new van routes during war-time has virtually eliminated any large increase in the number of centralizations during 1944.

The present situation may be judged from the following table:

No. of centralizations with:

2 rooms	64	4 rooms	17
3 rooms	32	5 or more	35

So far the greatest centralization has taken place in Foremost where 80 out of 113 rural schools have become part of 9 centralizations, and in Taber, Lethbridge and Calgary Divisions where rural schools are fast disappearing.

Centralizations follow one of three plans:

- (1) Establishment of a new centre to serve all surrounding districts.
- (2) Extending the centralization already arranged at a consolidated school.
- (3) Joint operation of a large school in a town or village.

There is every intimation that post-war development of roads, building programmes and educational facilities will be guided in most divisions by the centralization idea.

(f)—*Correspondence Courses.*

It has never been intended that correspondence courses should do more than supplement existing educational facilities and provide for pupils in remote areas or who for other reasons are not able to attend the regular schools. During the last two years, however, it has been called upon to provide courses for the whole school population of schools for which no teacher has been found. Boards are permitted to engage supervisors whose duty it is to maintain

order and give what help and direction is necessary for the pupils to carry on their correspondence study at the school. One hundred and seventy-five rooms have been under the guidance of correspondence supervisors during the fall of 1944.

While the courses are free to pupils of Grade I to VIII inclusive, whose applications have been approved by superintendents, charges are levied for courses above this level. It is usual for divisional boards to assume part or all of such charges, but to discourage pupils from enrolling for courses which they are not determined to complete the boards have adopted various regulations, e.g.—

- (1) No financial assistance will be given by some boards unless the pupil can study at the local school under teacher supervision.
- (2) Some boards require pupils to make deposits of from 25% to 50% of the total cost and provide for return of the deposits when the courses have been completed.
- (3) Some require pupils to pay the entire cost and reimburse those who complete their programs.

(g)—*Janitor Service.*

Numerous Inspector-Superintendents report the problem of janitor service to have become vexatious since the remuneration which can be offered does not attract any applicants for the work.

Payments for caretaking in rural schools vary from \$4.00 to \$9.00 per month. In many schedules various services are listed separately—e.g., sweeping and dusting \$2.00 per month, fire lighting \$2.50 per month, providing water \$2.00 per month, tri-annual cleaning \$2.00 each., etc. For schools of two rooms or more, pay is proportionally higher.

A few individual plans may be considered:

- (1) Teachers do janitor work in return for teacherage rental and coal and water.
- (2) Janitors are selected by tender and are under contract.
- (3) Teacher and pupils do the work and funds are used for school club purposes.
- (4) Teachers divide the work and pay among senior pupils.

In general the teacher is expected to supervise the work and in some cases payment is not made without her favorable report on the details listed under "Duties of Janitor" as posted in the school.

(h)—*Maintenance and Repairs.*

Customarily a programme of major repairs, alterations and maintenance of schools is an item for special consideration by the board at a meeting prior to the summer vacation season. Before the date of this meeting the superintendent and sub-divisional trustee have usually visited the schools and received reports from janitors and local boards. On the basis of reports from these men the programme is outlined and an allotment of funds is worked out. In some divisions it is a set sum for each school, part of which—usually not exceeding \$10.00—may be spent as necessary by the local board or the janitor. In others the allotment is for the sub-division as a whole, its distribution being the responsibility of the

trustee. Still others disregard sub-divisional boundaries and do the work where it seems most justified.

Arrangements for the actual work depend on local conditions and possibilities. Many trustees ask for tenders and give contracts for specific jobs. Often local residents of the school districts are employed on an hourly basis. A few divisions engage repair crews for the summer months; one reports a supervisor of buildings who oversees the whole programme; but the most acceptable plan, now operating in nearly half the divisions, is that of retaining a full-time repair man. A central repair shop is provided and a truck is supplied by either repair man or school division. School repairs are effected during holiday periods while repairing and construction of school furniture and equipment keeps the repair man busy at other times. Often the man employed is quite capable of assuming all responsibility for erecting new buildings and can give the board a great deal of technical advice. Reports intimate that nearly all divisions will soon be working under the last mentioned plan.

(i)—*Health Service.*

Divisional boards have continued to assume greater responsibility for health services in school divisions. Eleven divisions are wholly or partly within the existing health units and contribute to the budgets of these units in return for services for school children, including individual examinations, immunization, sanitary inspections, home nursing classes and many others. Five other divisions avail themselves of the services of nurses employed by the Department of Public Health, who give what help they can, requiring only that travelling expenses be paid by the division.

Four divisions have employed full time school nurses with a view to the establishment of health units when the war ends. The nurses perform much the same duties as in regular health units. Each appointment is approved by the Department of Public Health which contributes half the cost of the operation of the plan and furnishes vaccines, serums and medical supplies. The divisions are required to furnish office space and equipment and to contribute half the operating cost. Where costs exceed the figure approved by the Department of Public Health the excess cost must be wholly assumed by the division.

Fourteen divisions furnish vitamin capsules to school children. Quite a number provide immunizations against two or more of the communicable diseases under arrangement with local doctors or nurses, and others share the cost of such service with the municipalities or the parents. Provision of first aid kits and supplies has become common practice, as has provision of toilet-paper, soap and sanitary supplies.

Macleod Division will contribute \$5.00 per month per school to assist with hot lunches. Several other divisions make some contributions for this purpose.

(j)—*Supplies.*

Divisional boards have commonly established policies of purchasing classrooms and pupil supplies by tenders covering total requirements. These are distributed under various plans. Ten divisions provide all supplies free of charge, in some cases only to a certain value per child. Only three divisions do not handle

any supplies through the central office. In the others pupils are allowed to purchase them at cost at the local school. Parcels for various schools are made up on the basis of teacher requisitions and are sent out to the schools with accompanying price lists. Teachers sell the supplies to the pupils and retain the money which is in turn deducted from salary cheques. In several instances teachers are allowed 5% for handling supplies.

Killam and Vegreville Divisions furnish text books free of charge. Camrose Division purchases text books and rents them to pupils at moderate rates. Many other divisions handle texts for the pupils and give them full advantage of current discounts.

(k)—*Libraries.*

Improvement in the status of school libraries has been very noticeable during the last few years. Three chief plans are presently in operation either singly or in combination.

- 1) Basic libraries are established in each school to provide reference material and supplementary reading.
- (2) Circulating book sets are transferred from school to school on some schedule.
- (3) Central libraries are established either at the divisional office or in other centres. These are registered as libraries operating without profit and get the advantage of very cheap postal rates. Libraries are catalogued and books may be requested by letter, telephone or by calling at the central office. Foremost and Wainwright superintendents report full-time librarians and at Drumheller the office assistant looks after libraries.

Library books fall into four general classes: reference books for science, social studies, health, etc.; supplementary reading books useful to supplement readers and to broaden experience in reading and literature; free reading books provided for the enjoyment of the pupils; and finally, professional books for the teaching staff.

Library requisitions vary from \$6.00 to \$50.00 per school or, as often expressed in reports, from 75 cents to \$2.50 per pupil. As replacements must run as high as 25% of the books annually, it is evident that a rather high expenditure is necessary to bring about noticeable improvements in libraries of divisions providing for as many as 2000 pupils.

D—Conventions, Institutes and Special Events.

During 1944 there was a reversion to the two-day fall convention, though a few one-day local conventions were also held. Most of the divisional staffs attended conventions arranged jointly to serve several divisions.

In addition to the regular conventions, which are devoted largely to consideration of general and professional topics, there were held 86 institutes. These are meetings of a day's or half-day's duration at which the superintendent discusses with a smaller group of teachers problems of immediate classroom interest. In some divisions there have been held principals' meetings which are favorably reported upon.

School fairs have almost passed from the picture, due to problems of transportation. Only five were held in 1944.

School and musical festivals have also declined in number. Nineteen were held during the year, including a new and large festival, or group of festivals in the city of Edmonton. The Edmonton Festival was non-competitive and was judged a success. Commentators spoke with respect to the numbers presented but did not assign marks or places.

Sports days continue to have some popularity despite problems of transportation. One hundred and twenty-three are reported for the year, these being events in which more than one school participate.

In addition to assisting with the above gatherings and events the superintendents report very considerable attendance at and promotion of Home and School Associations, Local School Trustees' Associations, Adult Education groups, Calf Clubs and other community projects.

E.—Report of the Inspectors of High Schools.

(Consolidated by D. M. Sullivan, M.A., Inspector of High Schools.)

There was some slight indication, during the 1944 Fall term, of an alleviation of the teacher shortage. A few young men, released from the Air Force, have again appeared in our high schools. As the number of these is still small the teacher supply situation continues to be serious, not so much because of actual inability to secure some kind of classroom teacher, but rather because of the inadequate qualifications and ability of many of the teachers that have been induced to contribute their services. The number of teachers holding only Elementary and intermediate School certificates (normally valid to the end of Grade X only), has increased by nearly fifty percent.

(a)—Equipment, Accommodation and Organization of High Schools.

The progressive attitude of many school boards toward building up their school libraries continues to be a source of gratification. There have been some unfortunate delays and difficulties in getting books, both texts and references, from the supply houses and publishers, but in spite of these the libraries in most schools are well maintained, and in many cases they have expanded.

Another items worthy of mention is the improvement in lighting in an appreciable number of classrooms. Incandescent electric lights in some centres are being replaced by fluorescent tubes, and in others new wiring and stronger candle power have brought relief to tired eyes.

Science laboratories continue to be satisfactorily equipped, although certain items of apparatus and some chemicals, e.g., silver and mercury compounds, are difficult to secure.

An increasing number of classrooms are now equipped with radios and phonographic reproducers, for use in Music classes. A few of the larger schools now have film-slide, silent motion-picture, or sound motion-picture projectors. The effective educational use of such equipment should now increase through the availability of films through the Audio-Visual Education Branch of the Department of Education.

The number of classrooms under the jurisdiction of the High School Inspectors, and the corresponding figures for 1943 are as follows:

	Rooms	
	1943	1944
(a) Edmonton, Calgary, Lethbridge, and Medicine Hat ..	230	223
(b) Other centres, schools of—		
One room ..	124	111
Two rooms ..	180	194
Three rooms ..	75	78
Four or more rooms ..	143	144
(c) Private secondary schools ..	75	72
	827	822

During the year the High School Inspectors made a total of 535 inspections and issued 535 high school reports on teachers. Not all of the high school inspectors' time is spent in visiting classrooms; the following table indicates that visits to classrooms occupy less than one-third of the high school inspector's time.

AVERAGE TIME SPENT IN DIFFERENT STUDIES

Duties	Average No. Days
Inspection ..	87
Investigation and meetings in school districts ..	8
Traveling ..	19
Reports and correspondence ..	55
Clerical and other work re authorization of High School programme ..	22
Examinations ..	44
Post-graduate studies in summer ..	11
Special duties assigned by the Department ..	12
Committee meetings ..	17
Conventions ..	7
	282

The rationing of gasoline and rubber, and the difficulty of keeping a car in good state of repair combine to curtail the amount of travelling, so that one trip now suffices where formerly two or more were deemed necessary. An attempt is made to visit each school once a year. When this is not possible the schools are missed in rotation, and for the most part only those which have proved to be highly efficient and well-staffed are passed over.

TABLE OF MILEAGE OF HIGH SCHOOL INSPECTORS

	Average
(a) By train or bus ..	7,965
(b) By car ..	3,786
(c) With other inspectors, or travellers ..	400
	12,151

(b)—*Supervision and Conventions.*

The urgency of office work in the Fall, having to do with examining A forms and time-tables, and the size of the territory supervised by each high school inspector are factors making it virtually impossible to give personal assistance to beginners at the time they need it most. Assistance and advice are offered through correspondence, and a personal visit is arranged when difficulties are reported. The Fall conventions come at a time when teachers have met their problems and are seeking a solution, hence the high school inspectors speak very frankly and intimately at these conventions, and deal with practical classroom situations at the source. Since the modern trend in educational administration emphasizes supervision more than inspection, it would seem desirable that more opportunities should be provided for classroom supervision, especially in these times when classroom teachers are recruited from the ranks of married women, and others who either have never taught high school before, or have been away from the more advanced work for a number of years.

(c)—*Qualifications of Teachers.*

The following table shows the qualifications of the high school teachers in the publicly-supported schools:

NON-URBAN	
1. Bachelor's or higher degree:	
(a) With High School Certificate	96
(b) With Academic or First Class Certificate	135
(c) With certificate lower than First Class	4
2. First Class Certificate, without degree	244
3. Vocational certificate or Letter of Authority	3
4. Junior High School Certificate	14
5. Elementary and Intermediate School Certificate	43
EDMONTON, CALGARY, LETHBRIDGE, MEDICINE HAT	
1. Bachelor's or high degree:	
(a) With High School Certificate	25
(b) With Academic or First Class Certificate	166
2. First Class Certificate, without degree	26
3. Vocational Certificate	12
4. Elementary and Intermediate School Certificate	5

(d)—*General Elective Subjects in Non-urban Schools.*

The following table shows the number of schools offering the respective general electives or so-called options:

Bookkeeping 1a	64	Vocations and Guidance	89
Stenography 1a	11	Art 2	1
Typewriting 1a	110	Music 2	3
Art 1	95	Dramatics 2	2
Music 1	61	General Mathematics 2	1
Dramatics 1	44	General Science 2	0
General Mathematics 1	4	General Shop 2	37
General Science 1	1	Home Economics 2	27
General Shop 1	63	Law	40
Home Economics 1	54	Psychology	89
Mechanical Drawing	3	Sociology	84
Needlework	18	Survey of English Literature	71
Geology	61	Economics	42
Biology	120	Creative Writing	6

(e)—*Academic Elective Subjects in Non-urban Schools.*

In the following table the small number of schools offering Physics and Geometry does not imply any unpopularity of these subjects. The courses in General Mathematics and General Science which were compulsory last year included Geometry 1 and Physics 1 respectively, hence very few schools found it necessary in the Fall of 1944 to offer them. A comparison of the figures in this table with the figures in the table immediately preceding indicates that the majority of students are still choosing academic subjects in preference to the general electives. In many schools they have no choice, and take Algebra or French, as the case may be, simply because only those subjects are available.

NUMBER OF SCHOOLS OFFERING THE ACADEMIC ELECTIVES.			
Algebra 1	254	French 2	139
Geometry 1	37	French 3	101
Chemistry 1	253	Latin 1	59
Physics 1	31	Latin 2	33
French 1	177	Latin 3	18

(f)—*Quality of Instruction and New Courses of Study.*

New text books for Physics 1, Physics 2, and Chemistry 2 were introduced in October, 1944. One book contains all the topics authorized for the two units in Physics. A pamphlet containing suggested laboratory exercises for Physics 2, Chemistry 2, and Biology 2 has been prepared for the use of teachers and pupils, and it is proving of real value in encouraging and directing practical work in these subjects. The reinstatement of Biology 1 as a general elective has met with the approval of teachers, and it is this year the most popular of all the general electives.

The course outlines in Social Studies are accompanied by definite suggestions covering objectives, procedures and activities. Variety of method is recommended in the introduction of themes, in preparatory assignment work, in the use of library materials, and in planning for and achieving pupil participation in programme periods. Group work is suggested with division of responsibility among committees and individual students. Guided activities are recommended, to be carried through such steps as co-operative planning, research study, analysis of findings, and clear statement of meanings and conclusions. The number of classrooms in which such activities are being carried on successfully is gratifying. During the academic year 1943-44 three issues of the Classroom Bulletin on Social Studies were prepared and distributed by the Department of Education to all teachers of Social Studies, and this plan is being continued for the current year. One main aim in the preparation and issuance of these bulletins is the provision of appropriate information to supplement teaching and reading in connection with the various sections of the new courses in Social Studies 1 and 2.

The Reading Comprehension test for Grade X which was first introduced in the Fall of 1943, was extended to include Grade XI this past year; it will be used in all high school grades next year. This test, given and marked early in the first school term, indicates weaknesses in English and suggests methods and procedures to improve individual difficulties. There is today much greater freedom in the teaching of English—freedom to adapt methods to changing needs; freedom to choose materials in literature, language, and applied English; and freedom to relate English activities to class activities in other fields such as Science or Social Studies. More emphasis than formerly is now placed on pupil appreciation of materials studied; and the interest and preference of the student is taken into account in choice of selections for reading and literary study. The schools, generally, have acquired, by some means, books which appeal to young people. A popular method used to supplement the library is to charge what is known as a library fee. This is really a levy made annually, varying in amount from fifty cents to one dollar per pupils. The money thus raised is devoted to the purchase of up-to-date references, attractive in format, and interesting in content. Students, in exchange for this small fee, have the privilege of reading all the books in the classroom library. Most school boards meet this library fee dollar for dollar; in this way the school library is renewed annually, and incoming students have the benefit of reading books paid for in part by their predecessors, and in part by themselves.

Psychology and Sociology are the most frequently chosen of the Second Year general electives. The number of classes in Art, Music and Dramatics is smaller than in previous years. The most popular of the Commercial options is Typewriting, and it would probably be chosen by all students if machines were available. Wherever they are offered General Shop and Home Economics are preferred options.

With the encouragement of the Cadet authorities the membership of older boys in the Military, Air and Sea Cadet corps has reached a record level.

An increase in the teaching time to be devoted to Health and Physical Education in the first high school year was announced by the Department of Education at midsummer. New course outlines for these units and for the second units, Health 2 and Physical Education 2, were published in Bulletin A, issued to the schools at the beginning of the Fall term. These courses have been favorably received by principals and teachers. As with previous courses in Health and Physical Education, a certain amount of latitude is necessary, particularly in the case of schools which lack indoor facilities for Physical Training, and in the case of small schools where students cannot be effectively grouped.

This report includes observations made by Major W. E. Frame, who has rejoined the Department to devote part of his time to inspection of Commercial classes. Major Frame finds that the high school principals in the main have so heavy a teaching programme that they can rarely attempt anything in the way of supervision beyond the holding of occasional staff meetings to discuss pressing problems. It is his opinion, as well as that of the other high school inspectors, that supervision is increasingly important; we are encouraging principals to arrange their time-tables so that they may have a minimum of one period a day free for administrative and supervisory work.

REPORT OF GENERAL SHOP

(A. P. TINGLEY)

Accommodation

The accommodation provided for General Shop activities throughout the province varies greatly from that of commodious well-lighted ground floor rooms to restricted basement areas with poor lighting and inferior ventilation. In a few instances the necessity of relegating shop accommodation to these definitely unsuitable premises has been brought about by enlarged enrolments in the Elementary and Intermediate academic rooms, and as a source of relief the shop equipment has been moved from its former premises to makeshift accommodation in the basement. In many other instances, however, where the accommodation is unsatisfactory, such has not been the case and it appears that it was simply a matter of establishing a shop set-up in any quarters available and, unfortunately, the choice generally fell on the basement. Since environment and equipment are two highly important factors in enlisting the interest and application of effort of the members of shop classes, it is only logical to assume that school facilities as well as curricula and organization should be adjusted to current needs. It is only fair to state, however, that a number of boards are conscious of the inadequacy of present accommodation and are considering plans for modern facilities in the immediate post war period.

Curtailment in accommodation for the Group C options caused by the closing of the Technical School in Edmonton in June, 1943, has resulted in students in the High Schools in that city being denied the privilege of participating in Technical or General Shop

experiences. This is unfortunate to say the least and it is regrettable that some action has not been taken to remedy the situation. While it is true that plans are under way for the construction of a composite High School, it will, no doubt, be several years before these plans actually culminate in accommodation. In the meantime, a large number of students will be forced to conform to a program holding for them little or no interest. Many others, claimed by frustration while their talents lie wasted, will drop out of school, inadequately equipped to face an unsettled future.

Equipment

A survey of equipment carried in the shops visited reveals that while a considerable number of boards have been generous in the matter of supplying both power machines and hand tools, a number have not seen fit to provide standard equipment. While it is true that the securing of machines and tools has been difficult during the past two years owing to the shortage caused through war demands, yet the fact still remains that a few boards have made little or no effort to supplement their equipment even in lines that were available. It has been pointed out in such cases, that if instruction is to be offered at the Grade IX and High School levels, provision for adequate equipment must be made if credits are to be given.

Instruction

A great variation is apparent in the character of the instruction provided. It would seem a fair observation to state that the best type of instruction is being provided by those instructors who bring to their task a good background of professional training plus adequate training in mechanical skills. This observation is borne out by the character of the instruction provided by those who have secured degrees, majoring in Industrial Arts education. In these instances where instruction is not up to standard and where the programs provided are meagre and lacking in vitality, it is generally found that either the motivation leading to their entry into the practical field has been unsound or the training has been inadequate to warrant an intelligent application of the program. One cannot help but be favourably impressed by the sincere devotion to duty evidenced by a large number of instructors who, despite handicaps with reference to accommodation and equipment, are making the best use of the facilities at their disposal in a sincere effort to provide a varied and useful program.

Student Interest

Students enrolled in the General Shop classes range from the the Grade VII to the Grade XII level. On the whole, they evidence good interest in their work. As might be expected, we find a considerable range in the character of the work and the standard of attainment. The leadership and versatility of the instructor is reflected in the work of the students. The motivation and interest is naturally present and in order to foster this interest and direct it into channels that will have a definitely valuable carry-over into the lives of the students, the proper psychological approach must be made through intelligent and purposeful direction.

General Observations

The events of recent years have so modified the direction of social development that a new philosophy for the participation of our people in a complex social order dominated to a great extent by industrial development, must be crystallized. We have come to realize that education through contemplation of theory and observation is sterile without opportunity to apply learning to practical problems. The trend of the times is to place within the framework of educational structures courses that will offer experiences which are closely integrated with environment needs. Pupils need to experience the contagion of programs that are identified with the basic aspects of living. It is suggested that the different phases of the program should be taught with the thought in mind of their more direct application to specific student needs and situations. It is desirable that definite emphasis be placed on our program of Farm and Home Mechanics. This program can be made the vehicle of bringing to the youth of our rural areas invaluable assistance, and many students would be inspired to improve farm and home environment, purchase intelligently the products of industry and service ordinary farm and home appliances.

Industrial Arts instructors are in a favourable position to offer leadership in Personnel and Guidance Service. They should be ever on the alert to assist students in making choices that will contribute to worthy citizenship as well as develop their native talent.

Statistics

In 1944, 119 shops were in operation. Instruction in General Shop was offered in 117 of these shops. Group C (Technical) electives were offered in three schools all told. Mechanical Drawing as a separate and distinct unit was offered in eleven schools, ten of which are included in the grand total. Forty-five centres were on circuits, that is, employed travelling instructors. While this is not an ideal arrangement, yet it does permit a large number of students to participate in the program who would otherwise be denied the privilege.

The unit registration in General Shop and Shop subjects (inclusive of the Group C options) was approximately 7,528.

New shops were opened at the beginning of the fall term in seven centres, while five that had been closed the previous year were re-opened. The Group C options were instituted in Medicine Hat. Fifteen centres offering part time instruction during 1943-44 were unable to offer this instruction during the school year 1944-45 owing to two factors, i.e. first—teachers previously giving instruction in General Shop transferred to other schools; second—there is a shortage of qualified instructors.

Ninety-four instructors were engaged in offering instruction in the various centres throughout the province as at December 31, 1944. Fifty-two of these are full time and forty-two, part time.

Eighty-seven shops were visited during the year, with three of these visited twice, for the purpose of surveying accommodation, equipment, types of programs offered, teaching techniques, and student achievement. In addition to this, organization visits were made to twelve centres. A number of school board meetings were attended and meetings held with shop instructors in Calgary and

Edmonton. Ninety-three reports were submitted on the surveys made and thirty-four instructors received in addition to these reports, supplementary memoranda containing constructive suggestions.

Records

A comprehensive report form, suitable for recording data covering all phases of shop surveys, was compiled at the first of the year and reports to boards and instructors have been submitted on this form.

A new register designed expressly for use in the General Shop and Home Economics areas was produced and is now in use by all instructors in these options.

General

A beginning has already been made on a plan to circularize, from time to time, all shop instructors, calling attention to certain safety factors, program vitalizers and technique suggestions. This policy will be continued with the objective of stimulating interest and improving instruction.

Night Classes

Night classes for adults were in operation at the following centres: Coronation, Jasper, Lacombe, Lethbridge, Medicine Hat, Ponoka, Red Deer, Stettler, Thorhild, Turner Valley and Wetaskiwin.

Summer School

Five weeks was occupied in giving instruction in the Seminar at the Summer School for shop instructors.

Survey of Washington Schools

My thanks are due to the Government for providing me with the opportunity to make a survey of educational facilities and programs in the State of Washington. Three weeks spent in the State afforded an excellent opportunity to visit school plants, observe programs in operation and interview those responsible for the direction of the programs as well as those charged with their implementation.

Twenty schools in fourteen different localities were visited, fifty-five interviews held and a great deal of valuable information and material gathered. The schools visited provided a fair sampling of city, town, consolidated and rural types.

Several factors stand out as a result of the survey.

First—The prominence given Industrial Arts, Agriculture and Farm Shop programs. They were definitely looked upon as important phases of the school program.

Second—The generous allowance of school time devoted to these programs. The general Industrial Arts program called for one day's instruction per week while the Agriculture and Farm Mechanics called for student participation of two or three days per week in Farm Shop activities.

Third—The generous financial assistance provided for these programs. It should be noted here that very substantial grants were provided for the Agriculture and Farm Shop programs by the Federal Government.

Fourth—The recognition of the importance and the necessity for personnel and guidance service. The provision made in this field was characterized by a co-operative effort on the part of students, staff and volunteers for the professions, labor, industry and commerce. The procedure included aptitude tests, study, observation, interviews and participation in courses designed to assist the student in the vocation chosen.

Progress

Despite the difficulty of securing qualified instructors and the scarcity of supplies and equipment, it is encouraging to report that the past year has been one of progress. Unmistakable signs point to a steady expansion in our field and the spirit of co-operation evidenced by our instructors is both stimulating and encouraging.

REPORT OF SUPERVISOR OF HOME ECONOMICS

(M. JEANNETTE HINMAN)

Due to the fact that the Director of Technical Education retired in January, 1944, and a Supervisor of Home Economics was not appointed until September, a complete survey of the teaching of Home Economics in the Province has not been made. It is, therefore, impossible to give a detailed picture of the situation as a whole. However, a few points stand out. The first is the need for a new Course of Studies. The course as outlined for the schools offering Group C options (Technical) seems to be functioning well, but the outlines in Home Economics 1 and 2 as taught in the other High Schools are inadequate. In many schools in the Province, Home Economics 1 and 2 must be taught during the same period. A course which can be taught under those conditions should be outlined.

There is a tendency to regard Home Economics as cooking and sewing. Not enough emphasis is put on the other phases of home-making. Household mechanics, child care, consumer buying, family entertainment, interior decoration, and other related topics, should be included.

There are very few schools in which a full afternoon can be devoted to a single class in home Economics. This means that the methods of teaching cooking must be such that the classes can be conducted in a quarter of a day.

An attempt should be made to link the classroom instruction with actual home practice. An intelligent application of the Home Project will accomplish this goal. To be successful, the home project must parallel or follow units of work studied in school. An intimate knowledge of the girls' actual home is a necessity for the teacher if the project is to be successfully carried out.

In some centres the High School girl can get invaluable management through the medium of the school lunch. The number of children in Alberta who travel to school in vans is rapidly increasing. A hot lunch is essential if the health of such pupils is maintained. Wherever possible, the Home Economics centre should co-operate in supplying this lunch.

In the Province there is a noticeable lack of teachers trained for Home Economics. This, of course, links up with the general scarcity of teachers. This scarcity of Home Economics teachers is increased because there has been insufficient adequate machinery in operation in the province for the training of such teachers. It is hoped that changes in Teacher Training will result in greater facilities being available.

As a whole, the school boards and Superintendents of the province are very sympathetic toward the teaching of Home Economics and co-operate in all ways possible with the instructors and with the Supervisor of the subject.

Considering the amount of money in the province available for education, the Home Economics centres are well equipped. Especially is this true with respect to some of the circuits where the centre is used just one day a week. In most cases equipment is such that all the phases of the course can be carried on.

The teaching of Home Economics in Alberta is still in its infancy. However, even during the war, progress is being made. A bright future is anticipated when peace time conditions return.

There were 104 Home Economics centres in operation in the province as at December 31st. Included in this total are ten circuits on which instruction is given in Home Economics by travelling instructors at 36 Home Economics centres. Special arrangements were made in three instances where one Home Economics centre accommodated two schools. Needlework as a separate unit was offered in five of the above centres and in 16 additional High Schools.

Home Economics was instituted in twelve new centres and restored in seven centres. In twenty centres instruction was discontinued at the close of the first term due to the inability of the boards to procure qualified teachers. Twenty-one centres were visited either for inspection purposes or to give assistance in a new set-up or to assist in solving some point of difficulty. Twelve actual inspections were made.

REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION

(J. FOWLER)

The Institute has entered the school year 1944-45 with a general feeling of optimism. This feeling has arisen from several causes:

1. While the war is by no means over, even the most pessimistic feel that we have entered the final phase and that Victory on the Western Front may reasonably be expected during the year 1945.

2. The winding-up of the British Commonwealth Air Training Plan gives reason for hope that the Institute's days of sojourning in temporary premises are numbered and that the prospect of a return to its home on the North Hill is within the realm of practical considerations.

3. After several years of declining enrolment due to war-time conditions there is a very definite up-swing in the number of students in the three major departments of Day, Evening, and Corre-

spondence Instruction. This gives reason to expect that when the Institute returns to the North Hill buildings where there is room for expansion its enrolment will attain and may even surpass its magnitude in pre-war years.

The year 1944 saw the end of the War Emergency Training Programme as far as the Institute was concerned. The last entry of Aero Engine Mechanics graduated in March, while that in Wireless Mechanics graduated in July. Altogether the Institute trained 2,181 men for the R.C.A.F. and for War Industry under the W.E.T.P. On the other hand the Rehabilitation Programme is just getting under way. To date some 47 returned men and women have been directed by Canadian Vocational Training to the Institute of Technology and Art for various types of vocational training. Practically without exception these trainees are showing a most commendable attitude towards the work of the school. They also associate on terms of complete harmony with civilian students and many of them are giving excellent leadership in the extra-curricular activities of the student body.

The following table shows the total enrolment at the Institute from July to December in each of the last four years.

1941—		Day	Evening	Correspondence	Total
Institute Courses		207	190	57	454
W.E.T.P. Courses		53	329	..	382
Total					836
1942—					
Institute Courses		169	183	64	416
W.E.T.P. Courses		74	141	..	215
Total					631
1943—					
Institute Courses		170	165	94	429
W.E.T.P. Courses		36	104	..	140
Total					569
1944—					
Institute Courses		212	274	102	588
W.E.T.P. Courses		14	..	..	14
Total					602

It is most gratifying to note the definite up-swing in the enrolment during 1944 in each of the three major departments of the Institute's work. With reference to the Department of Correspondence Instruction the following comments have been supplied by Mr. A. Higgins, Supervisor of that Department:

"During the year ending June 30, 1940 there was an increase of 25% in the number of students taking correspondence courses from the Institute and an increase of 33% in number of lessons sent out and answers returned for correction. Answers were returned to 97% of all lessons sent to students. Men in the armed forces form a fair percentage of our total enrolment and lessons are mailed to military camps and Airforce stations all over the Dominion. Our furthest flung student so far is stationed in India. The number of rehabilitation students enrolling is also increasing.

The Department of Education in Manitoba still use our Steam Engineering courses in their correspondence branch and the Steam Courses are also recommended to students in Saskatchewan by the Saskatchewan Boiler Inspection Department. Our mining courses

are used as texts in the Nova Scotia Technical College and recommended to B.C. mining students by the B.C. Department of Mines.

All courses have been revised to some extent to bring them up-to-date with changes in Acts and Regulations and some have been entirely reprinted in multilith form. Work on the rest is proceeding until all are revised and reprinted."

Besides running his Department most successfully Mr. Higgins has, in recent years, brought considerable kudos to himself and to the Institute by writing numerous technical articles for "Power" and other magazines. The "Power" series will be published in book form in the near future by the McGraw Hill Publishing Co.

The total enrolment in the various Departments of the Institute from July 1st, 1943 to May 1st, 1944 (when the figures were compiled) is shown in the following tables:

	Day	Evening	Correspondence	Total
Aeronautics	9		....	9
Art	42	72		114
Auto Mechanics	7			7
Automotive Electricity	6			6
Building Construction and Drafting	3			3
Canadian Vocational Training	47	122		169
Carpentry	4	18		22
Commercial Wireless	14			14
Diesel Engines	9			9
Drafting, Mechanical	5	18		23
Dressmaking	12	37		49
Electricity	22	16		38
Farm Construction and Mechanics	9			9
General Shop	1			1
Machine Shop	10	16		26
Mining			92	92
Oil Chemistry		18		18
Radio Servicing	10			10
Steam			200	200
Summer School, Banff (Art only)	74			74
Tractor	34			34
Tractor Mechanics	28			28
Welding	24	13		37
	370	330	292	992

In August, 1944, the Banff School of Fine Arts which is conducted by the Department of Extension of the University of Alberta in co-operation with the Provincial Institute of Technology and Art, had a record enrolment of 275 students. For the second successive year the Painting Section was the largest in the school with an enrolment of 135. This Section was under the supervision of Messrs. H. G. Glyde and W. J. Phillips of the Institute Staff and Dr. A. Y. Jackson of Toronto. The exhibition of students' work held at the close of the term was probably the most successful in the history of the School.

The close of 1944 sees the Institute spending its fifth year in temporary premises. In many ways this has had an adverse effect on the work of the Institute. With various departments housed in two widely separated buildings, and with practically no facilities for social and other extra-curricular activities much added effort has been required from members of the staff and the student body to maintain the splendid spirit which for many years has characterized the Institute. On the other hand it may be noted that the Coste House where the Art and Dressmaking Departments are located is becoming a recognized civic centre for work in Arts and Crafts. Classes in Fine and Applied Art are held there every school day as well as on four evenings and on Saturday mornings each week. The Calgary Branch of the Canadian Handicrafts Guild holds its regular

monthly meetings in this building. Here also meet the Art groups sponsored by the Alberta Society of Artists, the Calgary Sketch Club, the Calgary Art Association and the Canadian Legion Educational Services. In the Coste House are hung the travelling Art exhibits which visit the main centres of the four Western Provinces under the auspices of the Western Art Exhibition Circuit. These exhibitions which comprise works by practically all of our senior Canadian Artists as well as those of many of our younger artists, not only arouse considerable interest in the general public of Calgary but are of inestimable value in stimulating the interest, imagination and enthusiasm of the Day and Evening students of the Institute Art Department.

Year by year the Art Department is attracting students of high ability from an ever-widening area. This year this area extends from Vancouver Island on the West to the Province of Manitoba on the East. In each phase of the work of the Art Department there is noticeable increased enrolment, increased talent, and increased enthusiasm. Graduates of this Department are now making a very definite impact on commercial and industrial life and work. A very considerable number of our graduates might now be classed as commercial artists, while numerous others are now holding positions as draftsmen in government offices and with industrial concerns. Miss Helen Stadelbauer was recently appointed temporary Art instructor at the Calgary Normal School. Miss Norma Jorpens has published a series of children's illustrations, now available in book form—while Miss Myrtle Jackson is now a commercial illustrator in Chicago. Miss Gerda Christoffersen now has her own Art Studio in Calgary and recently sold a series of Indian portraits to the Sunny Boy Cereal Co.

The work of Messrs. H. G. Glyde and W. J. Phillips has again received recognition from the Royal Canadian Academy and the National Gallery, as also has that of a number of graduates of the Art Department.

In Craftwork also the Institute staff and students are receiving recognition. Miss M. P. Hess of our staff was invited to organize classes in Diversional and Occupational Therapy at the Belcher Hospital, Calgary, while one of our graduates is now acting as instructor in these classes. Two other graduates are teaching Handicrafts to women members of the armed forces under the auspices of the Canadian Legion Educational Services. At the 1944 Calgary Exhibition and Stampede most of the awards in weaving, leatherwork, lacquerwork, etc., went to students of the Institute.

In the various Mechanical Departments the principle is still largely observed of basing the shopwork on the repair and overhaul of privately-owned equipment. To know that the jobs on which they are working will be going back into actual service, supplies a high-interest motive to our students. This interest is reflected in the high quality of workmanship that is put into the jobs. This in turn is borne out by the fact that the same owners send equipment year after year to be overhauled in the Institute shops. During 1944 the Departments of Automobile Mechanics, Electricity, Machine Shop and Building Construction have been offered many more jobs than they could possibly handle—with the result that the instructors have been in the happy position of being

able to choose the jobs which would have the greatest instructional value and would give experience on the most recent models of automobiles and other pieces of equipment. Only in the Tractor Department has there been any difficulty in securing enough privately-owned equipment for overhaul. This condition has been the result of two factors:

1. The large number of students who have enrolled in this Department has created a real problem in securing a sufficient number of modern tractors for overhaul—while the limited space available for the Tractor Department in our present quarters has not tended to ease the situation in any way.

2. During recent Falls the weather has either been so bad that threshing operations on the farm were delayed or so good that Fall plowing and other farm work have been continued well into the Winter. In either case the tractors were tied up on the farm and were not available for overhaul in the Institute shops.

It would appear to be wise for the Institute to own a number of gas engines, trucks, tractors, and similar equipment to be used for preliminary instruction until privately-owned equipment can be released from the farms after freeze-up.

In the Machine Shop a great deal of the students' time is taken up with the repair and maintenance of the lathes and other pieces of equipment. These machines are so obsolete and are in such poor condition that it is physically impossible to do first class work with them. A complete new set of machine shop equipment is probably the most urgent requirement of the Institute.

During the year 1944 several changes took place in the personnel of the Institute staff. In August Mr. S. N. Green returned from leave after a period of service as a Chief Engine Room Artificer in the R.C.N.V.R. About the same time Mr. D. C. Fleming was granted a year's leave of absence to go to sea as a Radio Operator in order to qualify for his First Class Wireless Operator's License. The Department of Transport requires that the instructor in our Commercial Wireless Operating Course hold such a license before the Institute will be recognized as an approved school for the training of Wireless Operators. In October Squadron Leader A. A. Peebles returned to the Aeronautics Department after nearly four years of service with the R.C.A.F.

During the past Summer Mr. N. Safran took post-graduate work in Chemistry at the University of Chicago while Mr. M. J. Tomlinson took work leading to a degree in Industrial Arts Education at the Oregon State College at Corvallis, Oregon.

The responsibility of organizing and directing the work of our evening classes has devolved upon Mr. G. E. Brown during the leave of absence of the regular Director, Captain F. G. Young. For over a year Mr. Brown carried this responsibility in addition to a full teaching load in our day classes. With the return of Mr. Peebles to the staff it has been possible to release Mr. Brown from half of his day teaching load, that he might devote more of this time and energy to the work of the evening classes. This arrangement has already paid excellent dividends in high enrolment, better organization, and closer supervision in our evening school programme. Mr. Brown is to be most highly commended for the excellent work he is doing in this phase of the Institute's activities. With reference to

the 1944-45 evening classes Mr. Brown supplies the following comments:

"The work of the Evening Classes is again one of the most encouraging features of the programme offered by the Institute. The school year ending in June, 1944, was very successful. Enrolment for the present fall term showed a decided increase in all departments, and the temporary facilities in the Art, Dressmaking, Carpentry, Automobile Mechanics and Machine Shop departments are now taxed to the full limits of their capacity. It is to be hoped that the Institute may soon return to its permanent buildings where it will be possible to accommodate all the Evening Class students and to give these classes the attention and facilities that the importance of their work deserves in a modern programme of technical education."

Among the extra-curricular activities of the Institute special mention should be made of the Choral Society sponsored by Mr. Safran and of the Orchestra by Mr. Tomlinson. These two organizations co-operated in producing the operetta "The Wishing Well" which played to a capacity audience of over 800 persons in the C.C.I. Auditorium on the evening of March 29th, 1944.

Much of the success of the 22nd Annual Tech Banquet held in the Palliser Hotel on Feb. 4th, 1944, was due to hard work and painstaking attention to detail on the part of Mr. Fleming who acted as staff representative on the Students' Banquet Committee—as well as to the wit and versatility of Mr. Higgins who acted as toastmaster at the banquet.

Athletics were carried on under several handicaps. Basketball was played in the rather small auditorium of the Victoria Public School as and when it was available. Hockey schedules were played off on the Parkview Community Rink and on the Rotary Rink whenever free periods could be obtained on these sheets of ice. Football was played on a rather rough home-made diamond at Victoria Park. In spite of these difficulties the athletic season which culminated in the Field Day at Bowness Park on May 5th, 1944, was a very successful one and reflects great credit on Messrs. Nelson, Dyke and other staff members responsible for assisting in organizing the various sports.

Although carrying a heavy teaching and administrative load, Mr. Brown again found time to foster the school paper "The Emery Weal." In this work he was fortunate in having a strong staff of students. Four regular issues of the paper were published as well as a most interesting illustrated "Annual" number.

With the assistance and advice of Mr. Browning the students held nine social events during the school year—seven dances, and two skating parties. These functions were most happy affairs and were productive of much good in the way of improved esprit de corps.

On account of the reduced enrolment considerable difficulty has been experienced in recent years in obtaining sufficient talent to provide programmes for the weekly meetings of the Literary Society. During the year 1943-44 the staff undertook to sponsor each alternate programme while student talent maintained the others. This arrangement worked so satisfactorily that it is again being used this year.

As already indicated, some thought is being given to the question of re-establishing the Institute in the buildings on the North Hill where it will probably be associated with the Calgary Branch of the University of Alberta. In addition to the three permanent buildings there is now on the campus a considerable number of frame buildings erected by the R.C.A.F. Some of these temporary buildings are suitable for instructional purposes while a number of others could easily be converted into student residential facilities. Already a joint committee has made suggestions regarding the allocation of these buildings—and members of the Institute staff are now working out detailed plans for the utilization of the space assigned to them.

The remarks that have been made regarding the equipment of the Machine Shop might also be applied, in more or less degree, to every other Department of the Institute. Much of our equipment is nearly thirty years old, and since its installation relatively little has been done to replace pieces that are becoming obsolete with new equipment of more modern design. Instead of leading industry, the Institute too often is far behind current industrial practice. This means that Institute graduates are under a certain handicap when they enter the industrial field.

The prospect has been held out that much up-to-date equipment (not new but in reasonably good condition) may be made available to the Institute through the War Assets Corporation—either free or at a nominal cost. While this situation is greatly appreciated and while members of the Institute staff are enthused over this prospect it should be borne in mind that much equipment required by the Institute may not be available from the War Assets Corporation and will probably have to be purchased through regular trade channels. A plea is hereby made for generosity on the part of the Department of Education, to the end that the Institute may receive certain equipment which the experience of years has shown to be vitally necessary in its work. This refers particularly to equipment for the heat treatment of metals and for the testing of the properties of the metals both before and after such treatment.

In conclusion may I once more express my personal appreciation of the work of the members of the Institute staff and of the consideration and courtesy which I have always received at the hands of the Deputy Minister of Education.

REPORT OF THE SCHOOL-BOOK BRANCH

(WILLIAM H. NOBLE, *Manager*)

Thirty years ago the Department of Education established a small Department known as the School Libraries Branch for the purpose of furnishing books, in lieu of cash, to form the nucleus of a library in every school. With this humble beginning, the School-Book Branch has now come to be recognized as the largest educational institution of its kind in the Dominion.

The difficulties of Publishers and Booksellers have doubled and redoubled each year since the beginning of the war and in the

past year have reached what we hope will be a peak. The paper shortage has made it increasingly difficult to print books—in normal times, books are printed in quantities designed for a number of years, but today with the shortage of materials, small runs only are practicable. The lack of man-and-woman-power in printing plants has multiplied the problem of the Bookseller.

In spite of the difficulties and delays, the Alberta Children's Bookhouse has completed its thirty years of service with over five thousand titles on its shelves to supply the needs of the 7,000 teachers and 165,000 students in the schools of the Province.

Begun in 1914 with a little staff of one or two members, who were supplying books to school boards in lieu of library grants, the organization grew steadily until 1926 when it became the School-Book Branch, a recognized and important part of the Department of Education. From that year on, the Branch has handled the full list of books required by the Alberta Curriculum for all the schools of the Province.

Its great opportunity came in 1932 when the Department decided to modernize education in Alberta and introduced the Enterprise Programme.

The traditional course of study required the pupils to have a single text for each subject, which they did their best to memorize. The stock of books then carried by the School-Book Branch was made up of a large number of copies of a comparatively few titles. The modern system of study requires the pupils to consult as many books as possible upon his topic and, as far as possible, to draw his own conclusions.

The sudden change over from a comparatively short list of authorized texts to the same list, immensely extended by long lists of supplementary books in each field, presented a tremendous challenge to the School-Book Branch. It met that challenge, evolving in the process into the Alberta Children's Bookhouse, now the largest organization of its kind in Canada.

The School-Book Branch has had a wide range of contacts with Publishers in Canada, Great Britain and the United States. These, together with twenty years in the educational field, made a sound basis of experience for the large book-buying policy now required.

New books poured into the Alberta Children's Bookhouse and poured out again into the hungry school libraries of the Province. Freight and postage bills mounted, staff doubled and redoubled, turnover rose from peak to peak.

New quarters were very long overdue before they were found in the fine, open floor of the Provincial Building. Here books and personnel found space that made possible an efficient reorganization of the stock and an attractive showroom. This restfully lighted and furnished room contains a copy of each book carried in stock. It is accessible directly from the entrance door and there are few hours of the day when teachers and students are not to be found browsing there.

Spacious as the new quarters at first seemed, the stacks were soon crowding the packing tables and desks multiplied in the office space, the new Bookhouse was soon filled to capacity, as the old School-Book Branch had been.

In its thirty years of service, the Alberta Children's bookhouse has seen modernization not only of teaching methods and book lists, but of the books themselves. The dull browns, blues and grays of the text books of earlier days, with their small, often poorly-printed pictures in black and white, have been replaced by large, finely-printed books with attractive formats, designed to catch the student's attention, to arouse his interest and to hold it. Gay jackets crowd the shelves; large, bright-coloured pictures are the rule rather than the exception. All the riches of the printer's art are now displayed for the children.

Great writers are proud to write for them. Many well-known moderns, as Stevenson, Kipling and Milne have done by far their best work for children. In these days it pays, not only in the way of moulding the future, but in fame and in cash to write for the younger, even the youngest generation.

Thus, in ever-widening contacts, in ever-improving service, the Alberta Children's Bookhouse has met the challenge of the years and in doing so has played a very real, indeed a vital part, in the modernization of the Alberta School System. Indeed, it is not too much to say, that, without the Bookhouse, that modernization could hardly have taken place.

Financial Report

The business of the past year did show the usual increase, notwithstanding the great difficulties in obtaining stock. Shipments from England were practically nil in comparison with former years. Books published in Canada and the United States were available only in very limited quantities.

Cash transactions for the year amounted to \$266,109.20, which was \$35,000.00 over the total of the preceding year. The sales made over the counter at the Branch to teachers, school boards and dealers, which amounted to \$48,428.07, must be considered a portion of the net receipts of \$266,109.20.

To replenish our stock during the year, purchases were made to the extent of \$231,395.56, of which amount approximately 90% was expended with Canadian Publishers.

Mail Order Department

The Mail Order Department had an extremely busy year due, in part, to the heavy enrollment of Correspondence School students. Further, students and teachers are resorting more and more to the individual mail order, instead of using the regular channels of purchases, namely, the book dealer or school board.

The size of the orders is naturally small but their volume creates considerable additional work for the staff.

Expansion of Divisional Libraries

School Divisions are pursuing the policy of bringing the school libraries up to the required minimum in reference books and general reading material. By the institution of circulating libraries, students are enabled to enjoy the use of a wide range of books. There is evidence that teachers, school boards and superintendents are determined that the children shall have more adequate libraries at their disposal.

Services Rendered by the School-Book Branch

It is the dominant aim of the School-Book Branch to ensure an economical service of a high standard to students and teachers. This organization permits a direct benefit to the pupils and their instructors.

By purchasing in volume, we secure the minimum of Publishers' quotations and the lowest transportation costs. Branch facilities and a trained staff make it possible to purchase stock at the most opportune time. School-Book prices are standardized for all of Alberta so that no discrimination is suffered by students in districts far removed from the source of supply. The Branch acts as a large repository of school books. No private book dealer in Alberta could carry a stock of titles comparable in variety, quantity or quality.

The Branch is entirely self-supporting and, at the same time, is not a revenue-producing agency for the Government. As a consequence, all operating costs, including salaries of staff, rent, insurance, interest charges payable to the Provincial Government on capital invested, and sundry expenses have to come out of the small profit made by the Branch. No effort is made to turn over a surplus, though in practice a few hundred dollars are added to general revenue each year.

The School-Book Branch considers it a privilege to render this service to the best of its ability.

REPORT OF SCHOOL BUILDINGS BRANCH

(Architectural Branch, Department of Public Works,
Technical Advisers)

(E. RAE, *Manager*)

The value of school building work for 1944 has shown a marked advance over that of 1943, due chiefly to the increased cost of labour and material and to the increase in the number of teacherages erected, subsidized by Government grant. Minor repairs, alterations, additions and improvements were also more extensive during the current year.

Total value of building work for 1944 amounts to \$887,450.27, indicating an increase of \$366,084.95 over the previous year.

Approved building projects, including new buildings, repairs and renewals, additions, residences, barns, etc., during the year 1944 were as follows:

•

Buildings Erected by Department Plans:

PLAN	No.	Amount
L.C.F.-38—Foreman and local labour	16	\$ 45,945.51
L.C.F.-38—Contract and foreman and local labour	1	3,442.35
L.C.F.-38—Foreman and local labour and voluntary labour	2	2,914.42
L.C.F.-38—By contract	6	16,898.18
L.C.F.-38—Contract for labour only	4	9,396.70
L.C.F.-38 & 38B—Foreman and local labour	1	1,825.33
L.C.F.-38 & 38C—Foreman and local labour	1	4,085.74
L.C.F.-38 & 38F—Foreman and local labour	2	3,717.94
L.C.F.-38 & 38G—Foreman and local labour	1	2,771.25
A.E. 11-41—Foreman and local labour	1	2,600.00
A.W. 11-41—Contract	1	2,784.44
B.E. 10-43—Foreman and local labour	1	4,501.00
B.E. 10-43—Contract	1	4,746.00
C.E. 22-39—Contract for labour	1	4,875.08
C.E. 22-39—Foreman and local labour	1	5,383.20
C.S. 20-38—Foreman and local labour	1	4,551.00
C.S. 20-38—Contract	1	5,798.36
C.W. 20-38—Foreman and local labour	1	5,881.65
E.E. 12—Foreman and local labour	1	9,554.47
E.E. 12—Foreman and local labour and voluntary labour	1	10,724.28
E.E. 12—Contract	2	19,480.70
E.E. 13-40—Foreman and local labour	1	4,800.00
E.N.S.—Foreman and local labour	1	8,751.67
T.W. 1—Foreman and local labour	1	706.51
Log Plan—Foreman and local labour	1	400.00

BUILDINGS, ADDITIONS AND ALTERATIONS ERECTED BY SPECIAL PLANS:**New Schoolhouses:**

	No.	Amount
One Room:		
One-room, full basement	2	\$ 8,954.40
One-room frame school, voluntary labour	1	480.00
Two Rooms:		
Two-room school with full basement	2	22,376.75
Two-room, frame and stucco, full basement	1	11,739.40
First unit of two-room school (40 pupils per room), full basement	1	5,911.80
Two-room school with part basement	1	4,133.41
Two-room school	1	2,902.38
Three Rooms:		
Three-room stucco school with full basement	1	13,031.85
Four Rooms:		
Four classrooms, Domestic Science Room, Science Room etc. Brick. Div. 44	1	32,744.20
Four classrooms. High school building. Div. 43	1	24,824.00
Eight Rooms:		
Eight-room frame and stucco school, full basement	1	40,000.00

Additions and Alterations:

Addition of classroom, full basement	\$ 6,127.60
One-room addition with full basement under whole building. By contract	5,645.00
Addition of classroom, full basement under whole building. By contract	5,980.00
One-room addition, full basement	5,900.00
One-room addition to L.C.F.-38, S.3 school	2,018.76
One-room addition	1,959.80
Two-room addition	2,267.62
Two-room addition, renovations, basement	7,029.00
Addition of two classrooms	5,800.00
Two-room addition	6,979.00
Addition of two rooms. Div. 38	1,935.04
Addition of two rooms in Spirit City School. Div. 47	949.95

Cost of Teacherages

Number of newly erected teacherages—106	\$133,024.64
Number of teacherages purchased—14	10,068.70
Erection of barns, ice houses, sheds, privies, garages, shop buildings, dormitories, etc.	37,330.16
Repairs, improvements, alterations, additions, moving, etc., of school buildings	287,617.03
Three dormitories purchased	8,683.30
One office and warehouse purchased	4,500.00

Total Value of School Buildings Work for 1944

\$887,450.27

School buildings destroyed by fire—18.

GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following statistics have been compiled from information received from teachers, Official Auditors and Secretary-Treasurers of School Districts and Divisions.

During the year 1943-44, there were 5,603 rooms or departments in 2,852 School Districts, with an enrolment of 151,985. Of this enrolment, 50,349 were in the rooms of 53 City and Town Schools; 7,213 in 19 Separate Schools, and 17,974 in the rooms of other graded schools. During the year 1942-43, there were 50,859 pupils in City and Town Schools, 7,073 in Separate Schools and 18,646 in the rooms of other graded schools. During the year 1943-44 there were 4,312 pupils in 156 rooms in 30 Consolidations, and 75,232 in 3,259 rooms in 50 School Divisions.

The number of rooms devoted to work in grades above Grade VIII at June 30th, 1944 was 816. This includes both Technical and Commercial rooms. There were 402 rooms in which grades above Grade VIII were taught in addition to the Elementary and Intermediate Grades.

During the year, 98.4% of the schools in operation operated over 160 days. The average length of the school year was 184.88 days. The average monthly percentage of attendance was 89.36.

The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12 grades system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Division I, 1st Year	High School Division and 3rd Year Intermediate	Intermediate and High School Divisions
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	5.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.90	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.76
1935-1936	14.17	17.54	35.20
1936-1937	14.52	17.86	35.18
1937-1938	14.19	18.28	35.22
1938-1939	13.15	19.06	36.04
1939-1940	12.56	19.79	36.41
1940-1941	12.32	19.78	36.13
1941-1942	12.66	19.67	35.52
1942-1943	12.07	18.98	36.65
1943-1944	12.17	18.61	36.71

The percentage distribution by grades of pupils leaving school at the age of 15 years since 1922 is as follows:

Year	Division I			Division II			Intermediate School			High School		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.46	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.99	5.26	10.53	15.55	34.33	21.31	7.77	2.45	.49
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1937-1938	.15	.26	.59	2.28	4.40	10.88	15.93	29.77	26.60	7.04	1.74	.36
1938-1939	.27	.11	.65	1.75	4.37	9.06	18.05	28.41	29.67	7.15	1.48	.03
1939-1940	.19	.14	.57	1.54	4.72	8.53	17.67	27.18	29.59	7.71	2.07	.09
1940-1941	.14	.14	.42	1.70	4.30	8.97	17.99	26.80	30.77	7.04	1.56	.17
1941-1942	.07	.07	.34	1.33	4.08	8.51	17.44	26.39	31.27	7.85	2.55	.10
1942-1943	.10	.08	.44	1.45	4.08	8.45	17.00	24.35	33.25	7.99	2.51	.20
1943-1944	.07	.07	.39	1.03	3.08	9.84	18.67	31.38	21.07	7.17	2.13	.22
Average for 23 yrs.	.23	.32	1.01	2.31	5.65	7.54	19.22	26.01	32.62	7.49	2.30	.18

The average number of days of operation in ungraded schools was 180.62 days and in graded schools 187.03 days. The establishment of school divisions has enabled the small rural schools to keep open for the full year, and has in addition brought High School Instruction to many rural areas. The cost of operation has risen nearly five dollars per pupil enrolled, but this, under present day conditions could be expected.

The teacher shortage has forced the closing of many schools and has increased considerably the transportation of pupils all through the Province. The Lethbridge Division is now operating 56 vans, Foremost Division 27 vans, Taber Division 23 vans, Peace River 10 vans, and all the other Divisions show corresponding increases in transportation provided. The number of rooms in operation this year has decreased from 5,988 last year to 5,603 this year. Last year, 5,956 teachers holding certificates, taught in the schools throughout the Province. This year the number has fallen to 5,824.

TABLE 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1934	Percent. of Enrolment	No. of Pupils June 30, 1943	Percent. of Enrolment	No. of Pupils June 30, 1944	Percent. of Enrolment
Division I:						
1st Year	23,096	13.42	19,006	12.07	18,495	12.17
2nd Year	17,696	10.24	16,469	10.45	15,714	10.34
3rd Year	17,987	10.45	16,411	10.42	16,077	10.58
Division II:						
1st Year	18,248	10.61	16,197	10.28	15,728	10.35
2nd Year	18,248	10.61	16,068	10.20	15,080	9.92
3rd Year	17,397	10.11	15,647	9.93	15,089	9.93
Intermediate:						
1st Year	15,496	9.01	15,037	9.55	14,633	9.63
2nd Year	13,709	7.97	12,788	8.12	12,884	8.47
3rd Year	10,513	6.11	10,794	6.86	10,669	7.02
High School:						
1st Year	8,855	5.15	7,591	4.82	7,247	4.77
2nd Year	6,567	3.81	5,957	3.78	5,642	3.71
3rd Year	4,318	2.51	5,541	3.52	4,727	3.11
Totals	172,040	100.00	157,506	100.00	151,985	100.00
Elementary Grades	112,582	65.44	99,798	63.35	96,183	63.29
Intermediate Grades	39,718	23.09	38,619	24.53	38,186	25.12
High School Grades	19,740	11.47	19,089	12.12	17,616	11.59

The total enrolment has again decreased, by about 5,500 pupils. The percentage of High School pupils holds up fairly well under adverse conditions.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN URBAN AND NON-URBAN SCHOOLS

	Urban Schools	Rural Schools
Number of pupils enrolled	74,392	77,593
Aggregate days attendance of pupils	12,182,712.5	11,699,773
Daily average attendance of pupils	64,531.08	63,519.59
Percentage of attendance of total enrolment	86.77	81.81
Average number of days attended per pupil	163.76	150.78
Average length of school year	187.03	180.62
Classification:		
Division I:		
1st Year	7,877	10,618
2nd Year	6,933	8,781
3rd Year	6,942	9,135
Division II:		
1st Year	6,704	9,024
2nd Year	6,505	8,575
3rd Year	6,739	8,350
Intermediate:		
1st Year	6,813	7,820
2nd Year	6,336	6,548
3rd Year	5,972	4,697
High Schools:		
1st Year	5,300	1,947
2nd Year	4,358	1,284
3rd Year	3,913	814
Total Attendance	74,392	77,593

The figures given for Rural Schools include all School Divisions. Several Village and Town Schools have entered into agreements with Divisions and are now included in those Divisions. Possibly some five thousand children included in the rural section are actually in Urban Schools included in Divisions.

DEPARTMENT OF EDUCATION

TABLE 3
AVERAGE AGE OF PUPILS

Division I:			Intermediate:		
1st Year		7.06	1st Year		13.19
2nd Year		8.19	2nd Year		14.20
3rd Year		9.35	3rd Year		15.08
Division II:			High School:		
1st Year		10.41	1st Year		16.04
2nd Year		11.38	2nd Year		17.06
3rd Year		12.30	3rd Year		18.01

TABLE 4
NUMBER AND AGES OF PUPILS

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under	93	.06
6 years	5,370	3.53
7 years	12,641	8.32
8 years	14,245	9.37
9 years	14,350	9.44
10 years	14,200	9.34
11 years	14,340	9.43
12 years	15,012	9.88
13 years	15,255	10.04
14 years	14,616	9.62
15 years	12,565	8.27
16 years	8,705	5.73
17 years	5,887	3.88
18 years	3,267	2.15
19 years	1,128	.74
20 years	217	.14
21 years and over	94	.06
Totals	151,985	100.00

Of the pupils enrolled 12.70% are over the compulsory age limit of 15 years.

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY—ACADEMIC SCHOOL YEAR ENDED JULY 15th, 1944
(July 1st, 1943, to July 15th, 1944)

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Tot.
Division I:	1st Year	42	2655	4683	1706	459	144	71	40	21	12	3	3						9839
	Girls	50	2649	4262	1235	284	85	44	16	14	8	6	3						8656
	Boys	1		27	1658	3861	1762	605	181	88	36	6	3						8226
Division II:	2nd Year	42	2556	4149	1088	197	55	22	21	11	6	2	1						8297
	Girls	50	2593	3947	800	150	39	19	6	7	6	5	1						7780
	Boys	1		38	1580	3594	1918	704	305	99	42	15	2						8033
Intermediate	3rd Year	42	2556	4149	1088	197	55	22	21	11	6	2	1						7695
	Girls	50	2593	3947	800	150	39	19	6	7	6	5	1						7441
	Boys	1		38	1580	3594	1918	704	305	99	42	15	2						7639
High School:	1st Year	42	2655	4683	1706	459	144	71	40	21	12	3	3						7413
	Girls	50	2649	4262	1235	284	85	44	16	14	8	6	3						7338
	Boys	1		27	1658	3861	1762	605	181	88	36	6	3						7295
Totals by Sex	2nd Year	42	2556	4149	1088	197	55	22	21	11	6	2	1						6667
	Girls	50	2593	3947	800	150	39	19	6	7	6	5	1						6217
	Boys	1		38	1580	3594	1918	704	305	99	42	15	2						5793
*Grand Totals	3rd Year	42	2556	4149	1088	197	55	22	21	11	6	2	1						4876
	Girls	50	2593	3947	800	150	39	19	6	7	6	5	1						4376
	Boys	1		38	1580	3594	1918	704	305	99	42	15	2						4005
Began Div. I, 1st Year, during the year	1st Year	42	2655	4683	1706	459	144	71	40	21	12	3	3						3242
	Girls	50	2649	4262	1235	284	85	44	16	14	8	6	3						3242
	Boys	1		27	1658	3861	1762	605	181	88	36	6	3						3045
Repeated Div. I, 1st Year from last year	2nd Year	42	2556	4149	1088	197	55	22	21	11	6	2	1						2418
	Girls	50	2593	3947	800	150	39	19	6	7	6	5	1						2418
	Boys	1		38	1580	3594	1918	704	305	99	42	15	2						2019
Repeated Div. I, 1st Year from last year	3rd Year	42	2556	4149	1088	197	55	22	21	11	6	2	1						1941
	Girls	50	2593	3947	800	150	39	19	6	7	6	5	1						1941
	Boys	1		38	1580	3594	1918	704	305	99	42	15	2						1889
Totals by Sex	1st Year	42	2655	4683	1706	459	144	71	40	21	12	3	3						1033
	Girls	50	2649	4262	1235	284	85	44	16	14	8	6	3						1033
	Boys	1		27	1658	3861	1762	605	181	88	36	6	3						1033

TABLE 6
DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY IN URBAN SCHOOLS
 Academic School Year Ended July 15th, 1944 (July 16th, 1943, to July 15th, 1944)

Grade	Sex	5 yrs. and under		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
		yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	
Division I:	1st Year	22	1439	1900	521	96	28	8	13	6	2	2	1						4036
	2nd Year	26	1488	1862	349	68	20	10	7	5	2	2	2						3841
	3rd Year		9	967	1728	661	174	43	20	5	3	2	2						3605
Division II:	1st Year			1131	1644	390	100	28	12	9	11	3	4						3328
	2nd Year			20	1115	1566	447	135	56	18	52	2	2						3529
	3rd Year			27	792	1445	680	228	81	19	34	6	2						3413
Intermediate:	1st Year				17	996	1552	512	168	108	34	5	2						3383
	2nd Year				39	922	1478	517	189	128	45	4	2						3321
	3rd Year																		3283
High School:	1st Year																		3222
	2nd Year																		3441
	3rd Year																		3375
Totals by Sex	Boys	22	1446	2880	3124	3178	3115	3063	3334	3387	3255	3330	2591	1946	1120	334	58	25	36308
	Girls	26	1497	3013	3135	3059	3090	3150	3270	3433	3524	3370	3044	2408	1374	536	103	52	38084
*Grand Totals		48	2943	5893	6259	6237	6205	6213	6604	6820	6879	6700	5635	4354	2494	870	161	77	74392
Began Div. I, 1st Year during the year	Boys	22	1384	1634	228	33	12	3	7	4	1								3338
	Girls	26	1466	1701	177	37	10	4	4	2	1	1							3435
Repeated Div. I, 1st Year from last year	Boys	45	226	293	63	16	5	6	2	1	1								698
	Girls	22	155	172	31	10	6	3	3	1	1	1	2						406

TABLE 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE,
NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Division I:							
1st Year	92	14,249	4,154	18,495	.49	77.04	22.47
2nd Year	66	11,154	4,484	15,714	.42	70.98	28.60
3rd Year	105	10,773	5,199	16,077	.65	67.01	32.34
Division II:							
1st Year	150	9,759	5,819	15,728	.95	62.05	37.00
2nd Year	178	9,012	5,890	15,080	1.18	59.76	39.06
3rd Year	204	8,975	5,910	15,089	1.35	59.48	39.17
Intermediate:							
1st Year	349	8,998	5,286	14,633	2.39	61.49	36.12
2nd Year	302	8,576	4,006	12,884	2.34	66.57	31.09
3rd Year	277	7,368	3,024	10,669	2.59	69.06	28.35
High School:							
1st Year	317	5,451	1,479	7,247	4.37	75.21	20.42
2nd Year	258	4,273	1,111	5,642	4.57	75.73	19.70
3rd Year	250	3,361	1,116	4,727	5.28	71.10	23.62
Totals	2,548	101,949	47,488	151,985	1.67	67.08	31.25

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Division I:				
1st Year	4	.003	.07	.02
2nd Year	4	.003	.07	.03
3rd Year	21	.014	.39	.13
Division II:				
1st Year	59	.038	1.03	.37
2nd Year	175	.115	3.08	1.16
3rd Year	429	.282	7.54	2.84
Intermediate:				
1st Year	1,092	.719	19.22	7.46
2nd Year	1,478	.972	26.01	11.48
3rd Year	1,854	1.220	32.62	17.38
High School:				
1st Year	426	.281	7.49	5.88
2nd Year	131	.086	2.30	2.32
3rd Year	10	.006	.18	.21
Total	5,683	3,739	100.00	

The number of pupils who leave school as soon as they reach the age of 15 years continues to increase. This is due to the shortage of help on farms, etc. Some of them continue their studies through correspondence courses.

DEPARTMENT OF EDUCATION

TABLE 9
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE ACADEMIC YEAR ENDING JULY 15th, 1944

Month	Possible Aggregate	Actual Aggregate	Percentage of attendance per month
August	5,345	4,404.5	32.40
September	4,911	3,522.5	71.73
October	1,926,719.5	1,763,263.5	91.49
November	2,965,899	2,693,893	90.87
December	2,424,481	2,123,562	87.59
January	2,996,827.5	2,630,513.5	87.78
February	3,003,270.5	2,627,270.5	87.48
March	3,290,753.5	2,912,929	88.52
April	2,565,609.5	2,293,237	89.38
May	3,125,225	2,780,410.5	88.97
June	3,088,569.5	2,774,248.5	89.82
July	1,390,674	1,275,231	91.70
Average Monthly Percentage of Attendance for the Year October 1943 to July 1944			89.36

The percentage of attendance in those schools operating in August and September was very low. If those two months were included in the average monthly percentage of attendance, it would reduce the average to 87.31.

TABLE 10
SCHOOL DISTRICTS

No. of School Districts in existence December 31st, 1943, including the units in Consolidation	3,909
No. of Consolidations in the Province December 31st, 1943	43
No. of Units in Consolidation December 31st, 1943	150
No. of School Districts established in 1944	Public 6
	R. C. Separate 1
No. of School Districts dissolved in 1944	Rural High 3
	Consolidated 1
	Public 2
No. of School Districts in the Province December 31st, 1944 including the units in Consolidation	3,914
No. of Consolidations in Province December 31st, 1944	42
No. of School District units in Consolidations December 31st, 1944	146
No. of Rural High Schools in existence December 31st, 1944	4
No. of Divisions in Province December 31st, 1944	52
No. of Units in Division December 31st, 1944	3,558

To obtain the number of Schools that could operate, deduct the number of units in Consolidation from the number of School Districts in the Province as at Dec. 31st, 1944 and add the 42 Consolidations. The four Rural High Schools could be also added as they are districts within districts.

TABLE 11
ATTENDANCE OF PUPILS

	Enrolment	Number of Boys	Number of Girls	Aggregate Attendance	Average Attendance
City Schools	35,587	17,654	17,933	5,912,034.5	31,053.26
Town Schools	14,762	7,006	7,756	2,402,968	12,826.44
Separate Schools	7,213	3,387	3,826	1,163,000.5	6,276.57
Village Schools	12,420	6,090	6,330	1,993,067	10,567.39
Consolidated Schools	4,312	2,132	2,180	695,950	3,723.25
Rural High Schools	98	39	59	15,690.5	84.17
Divisions	75,232	38,268	36,964	11,368,638.5	61,673.61
Rural Schools	2,361	1,166	1,195	331,136.5	1,845.98
	151,985	75,742	76,243	23,882,485.5	128,050.67

The Average Number of Pupils enrolled per Room was 27.12, a decrease of .87 from last Year. The Average Attendance of Pupils per Room was 22.85, an increase of 1.6 over last year.

TABLE 12.

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN ALBERTA SCHOOLS

FROM 1905 - 1944 INCL.

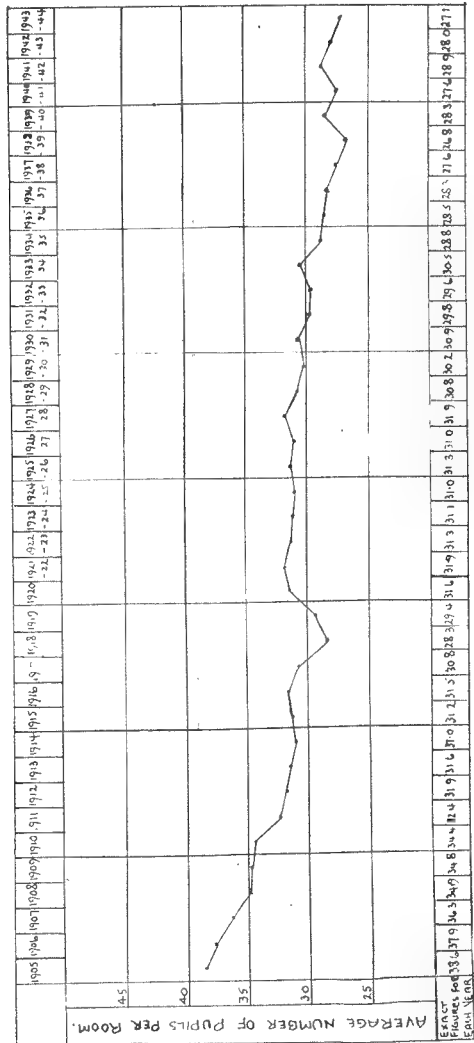


TABLE 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED BY DIVISIONS

Name of Division	No. of S.D. Units in Division	No. of rooms in oper- ation	No. of graded schools	No. of co-oper- ating S.D. in Division	Total enrol- ment	Average attend- ance
Berry Creek	29	17	1	13	219	178.77
St. Mary's River	57	60	10	27	1,530	1,313.39
Foremost	142	59	9	69	1,157	969.86
Medicine Hat	113	79	5	23	1,280	1,061.20
Taber	78	38	11	43	951	790.02
Lethbridge	86	99	16	50	2,599	2,256.44
Acadia	99	43	3	43	619	537.20
Sullivan Lake	79	33	4	34	578	475.75
Peace River	59	54	7	14	1,446	1,224.01
Lac Ste. Anne	74	79	7	3	1,910	1,574.73
Edson	44	48	6		1,249	967.72
Clover Bar	79	110	24		3,144	2,379.88
Grande Prairie	88	78	3	5	1,807	1,475.28
Rocky Mountain	73	80	11	5	1,774	1,454.32
Neutral Hills	83	46	3	29	680	588.84
Holden	77	76	8	15	1,787	1,433.93
Lamont	55	91	25		2,593	2,296.98
Vegreville	67	69	6	5	1,429	1,204.78
Camrose	71	72	9	3	1,654	1,408.24
Two Hills	70	102	21		2,965	2,524.47
Killam	72	55	3	20	1,014	845.41
Stony Plain	76	87	10	4	2,506	2,034.54
Sturgeon	84	106	21	7	2,827	2,308.00
Vermilion	100	96	6	1	1,806	1,499.23
Stettler	79	57	4	7	1,007	853.71
Castor	83	59	5	30	1,039	872.86
Macleod	65	47	6	21	730	622.02
Pincher Creek	39	28	1	11	435	352.05
Drumheller	81	62	3	23	894	741.12
Olds	92	103	10	2	2,047	1,689.03
Wainwright	70	58	3	17	1,027	876.95
Provost	73	52	2	19	665	578.14
Ponoka	78	81	4	6	1,717	1,407.52
Red Deer	80	87	8	2	1,822	1,529.72
Wetaskiwin	63	67	5		1,626	1,319.50
Pembina	82	89	11		2,371	1,937.90
Foothills	78	40	4	47	729	688.45
Smoky Lake	74	115	30	3	3,372	2,885.32
Wheatland	82	66	7	27	1,248	1,072.25
Calgary	79	75	13	12		
Athabasca	74	74	5	6	1,794	1,399.55
Bow Valley	55	29	5	33	665	559.88
E.I.D.	43	55	11	11	1,496	1,190.61
St. Paul	65	75	9		2,039	1,408.33
Bonnyville	60	68	7		2,008	1,638.74
Spirit River	40	39	5		1,197	774.39
McLennan	32	26	1	5	806	672.28
Strawberry	38	48	8		1,301	949.68
Fairview	43	40	4	8	984	845.76
Lac la Biche	40	42	4		1,114	774.15

Two new School Divisions erected in 1944, will commence operation in January of 1945.

TABLE 14
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	500	206	856	1,562
Between 20 and 39 days	737	225	1,095	2,057
Between 40 and 59 days	760	241	1,487	2,488
Between 60 and 79 days	683	221	1,404	2,308
Between 80 and 99 days	782	245	1,973	3,000
Between 100 and 119 days	1,006	355	3,056	4,417
Between 120 and 139 days	1,795	627	6,844	9,266
Between 140 and 159 days	6,335	2,245	18,384	26,964
Between 160 and 179 days	26,384	8,582	33,847	68,813
Between 180 and 199 days	18,578	3,883	8,595	31,056
200 days and over	2		52	54
Totals	57,562	16,830	77,593	151,985

Of the pupils enrolled, 65.13% attended for 160 days or over.

TABLE 15
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1943-44

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	180	138.85	85.6
Edmonton	14,922	13,217.75	94.1
Calgary	13,773	12,002.83	91.4
Thibault	279	250.33	93.7
Macleod	366	326.84	90.9
Lethbridge	2,360	2,116.87	93.2
Medicine Hat	1,855	1,630.52	93.5
Fort Saskatchewan	229	196.26	88.6
Gleichen	127	108.76	90.8
Red Deer	914	803.86	87.8
Pincher Creek	221	168.60	87.2
High River	366	328.50	94.8
Okotoks	196	172.03	89.5
Innisfail	336	303.85	91.5
Olds	425	373.66	91.0
Lacombe	483	424.48	91.6
Wetaskiwin	585	526.77	92.6
Leduc	260	229.12	91.9
Ponoka	479	414.51	87.7
Cardston	577	458.87	89.8
Magrath	434	373.80	90.0
Blairmore	361	318.90	92.1
Didsbury	295	256.87	91.3
Raymond	789	713.64	92.1
Claresholm	333	300.65	93.0
Athabasca	245	213.42	90.9
Taber	536	476.35	91.6
Stavelly	92	79.39	89.6
Coleman	600	525.89	91.5
Camrose	650	580.74	91.0
Vermilion Centre	404	345.75	91.6
Stettler	337	306.66	92.6
New Vegreville	461	402.16	93.0
Daysland	181	159.12	92.7
Strathmore	142	118.90	90.9
Wainwright	237	211.57	92.6
Hardisty	130	113.79	92.5
Vulcan	222	197.04	92.8
Tofield	152	135.99	92.1
Brooks	279	238.20	91.2
Bow Island	208	184.85	93.4
St. Paul	450	392.11	90.3
Redcliffe	262	219.93	92.4
Beverly	234	205.06	90.2
Edson	433	374.08	94.9
Coronation	187	177.43	94.5
Grande Prairie	445	382.74	91.0
Drumheller	1,178	1,014.24	89.7
Peace River	280	217.54	86.9
Rocky Mountain House	207	177.06	88.3
Hanna	383	327.61	90.4
Three Hills	193	157.90	86.9
Calgary, R.C.S.	1,721	1,486.03	88.9
Edmonton, R.C.S.	3,434	2,999.67	95.1
Lethbridge, R.C.S.	601	540.97	93.4
Sacred Heart, R.C.S.	44	38.05	88.6
St. Martin's, R.C.S.	112	97.49	92.7
North Red Deer, R.C.S.	166	147.42	88.9
St. Michael's, R.C.S.	153	128.54	87.5
St. Louis, R.C.S.	216	194.88	94.7
Theresetta, R.C.S.	72	64.11	95.6
St. Joseph's, R.C.S.	144	117.56	92.4
Wainwright, R.C.S.	93	81.63	91.4

Average of Monthly Percentages in Town Schools

91.1

TABLE 16
TABLE SHOWING NUMBER OF PUPILS IN THE OPTIONAL SUBJECTS
IN INTERMEDIATE GRADES

Subjects	Grade VII		Grade VIII		Grade IX		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Music	6130	6071	5082	5521	2202	2866	13414	14458	27872
Art	5011	5131	2953	3395	2654	3231	10618	11757	22375
Dramatics	1063	1159	1231	1434	1038	1404	3332	3997	7329
Farm and Home Accounting	468	432	470	451	67	81	1005	1054	2059
Typewriting	251	247	378	392	1340	1414	1969	2053	4022
General Shop	2041	61	2281	53	1764	69	6086	183	6269
Home Economics	30	1988	21	2714	28	1900	79	6602	6681
Community Economics	2441	2309	2303	2383	2542	2686	7286	7378	14664
Oral French	79	110	465	478	1361	1729	1905	2317	4222
Air Cadets	2		4		7		13		13
Agriculture (Correspondence Courses)					10	17	10	17	27

The other subjects of the Intermediate course—English, Social Studies, Health and Physical Education, Mathematics and General Science, are compulsory to all students in that Division.

TABLE 17
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS
OF INSTRUCTION

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY:									
English 1	2816	3711	130	93	2	9	2948	3813	6761
English 2	13	11	1993	2808	119	173	2125	2992	5117
English 3					1341	1710	1341	1710	3051
Social Studies 1	2923	3698	116	144	7	11	2946	3853	6799
Social Studies 2	3	3	1896	2560	103	229	2002	2792	4794
Social Studies 3					1100	1702	1100	1702	2802
Health and Physical Education 1	2782	2954	1202	339	84	70	4068	3363	7431
Mathematics 1	2856	3619	141	121	39	72	3036	3812	6848
Science 1	2590	3288	124	84	15	21	2729	3393	6122
GROUP A—ACADEMIC:									
French 1	1133	1307	530	721	87	140	1750	2168	3918
French 2	6	7	535	872	269	399	810	1278	2088
French 3					407	652	407	652	1059
Latin 1	362	487	136	210	51	100	549	797	1346
Latin 2	13		140	208	72	102	225	310	535
Latin 3					111	182	111	182	293
German 1	5	2	1	1		4	6	7	13
German 2									
German 3						1		1	1
Algebra 1	15	34	761	1101	128	179	904	1314	2218
Algebra 2					833	929	833	929	1762
Geometry 1	19	32	857	1031	189	228	1065	1291	2356
Trigonometry & Analytical Geometry					749	747	749	747	1496
Chemistry 1	9	8	1101	1450	238	379	1348	1837	3185
Chemistry 2					765	1096	765	1096	1861
Physics 1	9	10	594	684	131	156	734	850	1584
Physics 2					774	589	774	589	1363
Biology 2			4	14	376	1001	380	1015	1395
GROUP B—COMMERCIAL:									
Bookkeeping 1	119	406	112	282	36	97	267	785	1052
Bookkeeping 2			37	79			37	79	116
Bookkeeping 3					5	11	5	11	16
Stenography 1	53	482	37	169	20	99	110	750	860
Stenography 2			16	241	4	59	20	300	320
Typewriting 1	347	815	182	292	92	147	621	1254	1875
Typewriting 2			72	332	30	102	103	434	536
Office Practice 1			26	229	7	122	33	351	384
Office Practice 2						16		16	16
Secretarial Training					4	49	4	49	53
Business Machines					8	56	8	56	64
GROUP C—TECHNICAL:									
Woodwork 1	97		9		3		109		109
Woodwork 2			68		2		70		70
Woodwork 3					16		16		16
Metalwork 1	98		8		3		109		109

TABLE 17

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Metalwork 2			59				59		59
Metalwork 3					15		15		15
Electricity 1	110		4		2		116		116
Electricity 2			43				43		43
Electricity 3					17	1	17	1	18
Automotives 1	123		8		5		136		136
Automotives 2			71				71		71
Automotives 3					20		20		20
Printing 1	34	17	2		2		36	19	55
Printing 2			12		1		13		13
Arts and Crafts 1	5	30	9	24	4	5	18	59	77
Arts and Crafts 2			6	5		5	6	10	16
Arts and Crafts 3					1	2	1	2	3
Fabrics and Dress 1		78		72		10	160	160	160
Fabrics and Dress 2				40		1	41	41	41
Fabrics and Dress 3						8	8	8	8
Homemaking 1		76	3	34	3	5	6	115	121
Homemaking 2				48		1	49	49	49
Homemaking 3						12	12	12	12
Cadets	5		6				11		11
General Mathematics 3	6	22			56	12	62	34	96
SHOP:									
Drawing and Design	10						10		10
Theory			38				38		38
Shop Practice	10		46	3			56	3	59
GROUP D—GENERAL:									
Dramatics 1	410	564	179	296	56	109	645	969	1614
Dramatics 2			77	111	28	36	103	147	250
Music 1	258	596	203	381	59	186	520	1163	1683
Music 2	1	2	80	185	12	41	93	228	321
Music 3					17	30	17	30	41
Art 1	427	626	199	461	53	144	679	1231	1910
Art 2			63	58	2	13	65	71	136
Mechanical Drawing	81	2	113	4	5	1	199	7	206
Geology 1	696	526	372	415	70	151	1138	1092	2230
Bookkeeping 1a	340	317	227	287	56	101	623	705	1328
Stenography 1a	26	46	20	46	7	17	53	109	162
Typewriting 1a	262	389	176	249	73	116	511	754	1265
General Shop 1	418	44	75	21	24	42	517	107	624
General Shop 2			160	43	48	9	208	52	260
Home Economics 1	2	486	1	99		54	3	639	642
Home Economics 2				163	5	62	5	225	230
Needlework		153		130		70		353	353
Vocations and Guidance 1	690	782	319	473	73	199	1082	1454	2536
Vocations and Guidance 2	68	37	11	42	15	10	94	89	183
General Mathematics 2			96	110	15	13	111	123	234
General Science 2			3	2	34	3	37	5	42
Survey of English Literature	2	1	177	329	97	182	278	512	790
Physical Education 2			112	91	9	21	121	112	233
Economics			3	2	175	225	178	227	405
Psychology	3	10	666	879	161	335	830	1224	2054
Law	1		231	335	135	211	366	547	913
Sociology		1	427	684	176	350	603	1035	1638
Creative Writing					15	93	15	93	108

TABLE 18
POST-SCHOOL RECORD OF PUPILS
(Distribution of Pupils leaving School during the Year, or at the end of the Previous Year, by Sex, Grade and Occupation.)

Occupation	Grade															
	Below VII		VII		VIII		IX		X		XI		XII		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
(a)—Further Training to other schools College, University, Private School To Normal School To Business College	40	45	14	34	81	109	263	77	104	81	111	57	144	4	7	1353
(b)—Occupational Groups, Agriculture Fishing, Hunting, Trapping Logging and Lumbering Mining, Quarrying, Oil and Salt Wells	384	126	370	101	507	185	501	173	61	13	102	13	163	14	8	404
Manufacturing	2	2	1	5	6	1	5	1	1	4	5	5	5	1	1	50
Electric Light and Power	1	1	4	4	3	3	11	13	11	7	1	11	8	2	5	26
Transportation and Communication	1	1	3	5	3	10	9	15	11	16	10	22	8	2	1	52
Warehousing and Storage	6	4	5	1	21	3	47	34	20	28	24	17	15	4	2	126
Trade: Salesmen, Travellers	4	1	2	1	10	2	7	3	10	9	25	15	1	2	235	
Finance and Insurance	9	1	7	1	22	4	32	11	6	11	15	11	11	3	2	92
Domestic Service and Working at home	6	106	6	139	8	185	5	225	5	115	1	73	5	48	3	180
Defense: Soldiers, Sailors, Airman			1	1	3	1	15	2	49	11	112	34	342	76	3	35
Civil and Government Employees			1	1	1	1	1	3	1	2	1	6	11	1	6	933
Accountants, Auditors, Teachers etc.							3	1	1	2	1	2	5	56	4	651
Recreational: Actors, Teachers etc.							10	7	4	8	2	3	1	1	4	76
Personal: Barber, Cooks, etc.	2	1	7	1	9	6	7	10	7	4	2	3	10	1	2	23
Laundrying, Cleaners, Dyers							1	10	6	2	3	3	10	1	1	64
Clerical, Bookkeepers, etc.	1	2	2	4	5	14	17	19	12	78	7	136	32	278	9	444
Others: Laborers, etc.	24	6	46	8	49	17	84	18	34	11	22	22	16	6	6	638
Death or Disability							1	1	1							7
Other Occupations	16	32	29	30	45	38	50	75	74	94	130	219	162	24	21	1177
Without Occupation	14	20	4	21	18	33	21	53	15	46	16	44	7	54	3	376
Total	511	349	507	348	804	612	1011	922	622	649	663	786	1140	1483	82	1510604

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TABLE 19

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town and R.C. Separate	Village and Consoli- dated	Rural	Total
Less than 20 days				
Between 20 and 39 days				
Between 40 and 59 days				
Between 60 and 79 days			1	1
Between 80 and 99 days			4	4
Between 100 and 119 days			9	9
Between 120 and 139 days			10	10
Between 140 and 159 days			21	21
Between 160 and 179 days	1		340	341
Between 180 and 199 days	70	127	2,264	2,461
200 days and over	1		4	5
Totals	72	127	2,653	2,852

This table does not include the districts sending their children to adjacent school districts. Seven Hundred and Fifty Schools are operating in this manner. Only those districts that have provided a regular teacher, or teachers are included above. Transportation and centralization has increased considerably, all through the Province. 98.4% of the Schools in operation operated more than 160 days.

TABLE 20

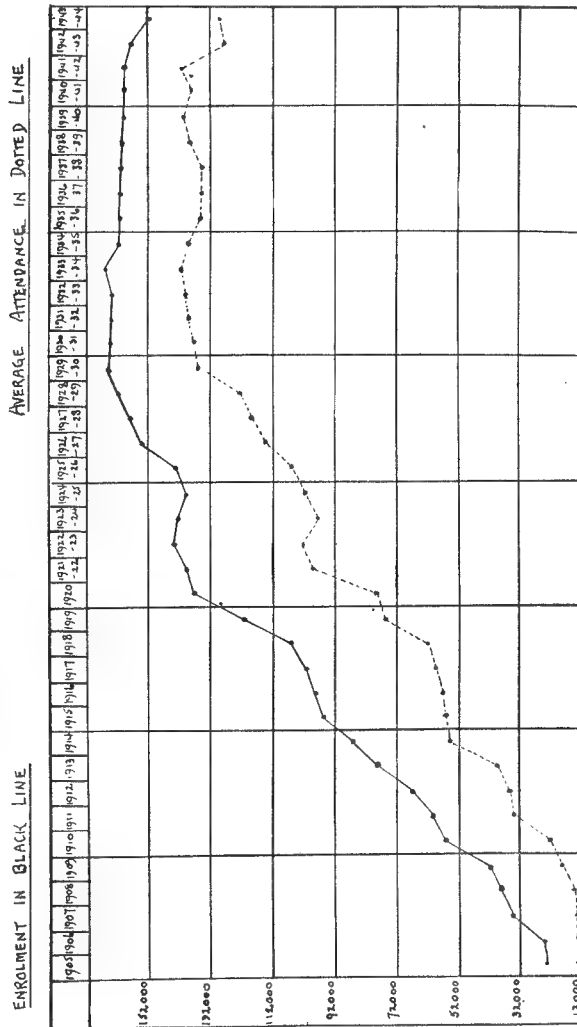
NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30th, 1943, AND JULY 15th,
1944, AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1943	July 15, 1944	June 30, 1943	July 15, 1944
1 Department	2,669	2,260	2,669	2,260
2 Departments	320	318	640	636
3 "	91	96	273	288
4 "	65	60	260	240
5 "	32	39	160	195
6 "	32	26	192	156
7 "	12	20	84	140
8 "	10	9	80	72
9 "	7	6	63	54
10 "	3	3	30	30
11 "	4	5	44	55
12 "	4	5	48	60
13 "	10	8	130	104
14 "	2	2	28	28
15 "		2		30
16 "	2	1	32	16
17 "	2	2	34	34
19 "	1	2	19	38
20 "	1		20	
23 "	1	1	23	23
25 "	1		25	
26 "		1		26
33 "	1	1	33	33
38 "	1	1	38	38
53 "	1		53	
54 "		1		54
55 "		1		55
56 "	1		56	
68 "	1	1	68	68
96 "	1		96	
97 "		1		97
373 "		1		373
378 "	1		378	
400 "		1		400
412 "	1		412	
Totals	3,277	2,874	5,988	5,603

There has been an increase of more than 200 schools that are operating by sending their pupils to adjoining schools. The operation of schools using vans has increased extensively, particularly in the southern part of the Province. A few, unable to secure teachers, are being taught by the Correspondence School Branch of this Department, with a Supervisor in charge of the pupils.

TABLE 21

DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN
ALBERTA SCHOOLS FROM 1905-1944 INCL.



DEPARTMENT OF EDUCATION

TABLE 22

	1933-34	1942-43	1943-44
(1) Aggregate number of days attended during the year	27,589,008	24,823,941.5	23,882,485.5
(2) Average number attending each day.....	141,869.90	127,213.71	128,050.67
(3) Average monthly percentage of attendance	90.18	88.29	89.36
(4) Average number of days school was open during the year	192.68	191.89	184.88
(5) Average number of days pupils attended during the year	160.36	157.61	157.14
(6) Average number of days pupils lost during the year	39.64	42.39	42.86
(7) Percentage proportionate of total attendance to average attendance	82.46	80.77	84.25
(8) Percentage proportionate of Intermediate to Elementary Grades	35.27	38.69	39.70
(9) Percentage proportionate of High School to Intermediate and Elementary Grades	12.95	13.78	13.11

The average number of pupils attending each day shows a slight increase over last year, although the total enrolment dropped some 5,500 pupils. Due to the change in the school year, the average number of days schools operated, fell to 184.88 days. The number of days lost is based on a school year of 200 days, but there was actually 190 days on which it was possible for schools to operate this year, due to the change in the opening for the December Term. The actual time lost by pupils was 15% of the time school was in operation.

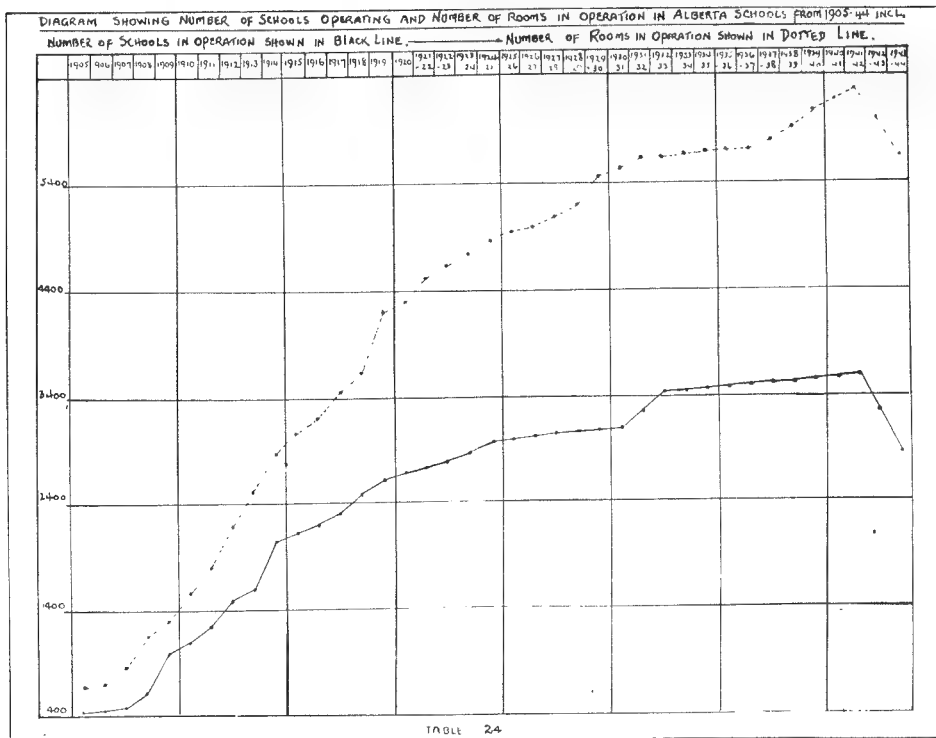
TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1944 INCLUSIVE

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	178.4	.....
1906	746	570	760	76.41	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160.0	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.93	157.0	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,360	2,027	2,898	85.89	181.4	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.33	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15
1936-37	3,926	3,542	5,935	90.22	191.1	88.21
1937-38	3,978	3,591	6,034	90.27	196.1	89.50
1938-39	3,992	3,592	6,082	90.27	191.8	90.33
1939-40	4,008	3,596	6,160	89.55	193.2	90.24
1940-41	4,005	3,639	6,276	90.86	190.9	89.84
1941-42	4,001	3,625	6,327	90.60	179.9	91.62
1942-43	4,008	3,277	5,988	81.76	191.9	88.29
1943-44	4,012	2,852	5,603	71.03	184.9	89.36

Of the School Districts able to operate, 93.3% were operating either by conveying their pupils to other schools, or by employing their own teachers. A few were unable to secure teachers, and some of them employed unqualified supervisors, while their pupils were taught through the Correspondence school of the Department of Education.

TABLE 24

TABLE 25
RECEIPTS AND DISBURSEMENTSSUMMARY OF RECEIPTS AND DISBURSEMENTS OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1943

RECEIPTS

Cash on hand January 1st, 1943	\$ 997,306.78
Proceeds from Debentures	48,543.23
Taxes Collected	9,672,254.93
Government Grants	2,143,607.40
Borrowed by Note	1,056,607.03
Pupils Fees	180,742.00
Sale of Supplies	54,436.83
Sale of Property	8,243.85
Received from Other Sources	347,862.24
	<u>\$14,509,605.18</u>

DISBURSEMENTS

Teachers' Salaries	\$ 6,935,906.40
Official Salaries	276,822.28
Paid on Debentures	760,013.33
Paid on Loans—Principal \$1,110,034.76—Interest \$32,327.84	1,142,362.60
School Buildings and Repairs	744,988.20
School Grounds	52,845.52
School Furniture	172,078.26
Text Books	76,987.17
Library and Reference Books	46,637.11
School Supplies	310,102.03
Tuition Fees	180,200.03
Conveyance of Pupils	423,766.51
Caretaking and Supplies	598,971.80
Fuel	495,314.49
Insurance	67,098.87
Other Expenditures	870,155.64
Balance on hand December 31st, 1943	1,355,354.94
	<u>\$14,509,605.18</u>

N.B.—The Fiscal Year in School Divisions extends from November 1st, 1942 to October 31st, 1943.

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TABLE 25(a)

TABLE SHOWING RECEIPTS AND DISBURSEMENTS IN SCHOOL DIVISIONS
DURING THE FISCAL YEAR NOVEMBER 1st, 1942 to OCTOBER 31st, 1943

RECEIPTS (General)		
Cash on hand November 1st, 1942		\$ 346,052.35
Taxes Collected		3,830,451.76
Government Grants		1,489,886.28
Borrowed by Note		800,363.84
Tuition Fees		12,876.23
Sale of Supplies		42,998.71
Other Sources		232,942.82
		<u>\$ 6,755,571.99</u>
RECEIPTS (Capital)		
Cash on hand November 1st, 1942		\$ 13,600.90
Proceeds from Debentures		15,000.00
Taxes Collected		285,085.58
Sale of Property		8,243.85
Other Sources (from General Account)		15,882.02
		<u>\$ 337,812.35</u>
DISBURSEMENTS (Capital)		
School Sites		\$ 3,941.66
School Buildings		210,360.36
Furniture		42,275.73
Other Disbursements		48,935.67
Balance on hand October 31st, 1943		32,298.93
		<u>\$ 337,812.35</u>
DISBURSEMENTS (General)		
(a) ADMINISTRATIVE:		
Sec.-Treasurers' Salaries (including office assistants)	\$ 77,062.87	
Auditors' Fees	4,539.58	
Divisional Trustees, Local Trustees and Secretaries	57,657.11	
Elections	1,284.72	
Office Equipment and Supplies	39,163.46	
Office Fuel and Light	4,997.16	
Office Insurance	630.99	
Sundry Administrative Expenses	19,273.14	
Total Administrative Expenses		\$ 204,609.03
(b) OPERATION OF SCHOOLS:		
Teachers' and Supervisors' Salaries and Expenses	\$ 3,198,818.86	
Health Services and Supplies	48,434.42	
Caretaking and Supplies	211,657.37	
Fuel and Light	242,274.90	
Repairs to Buildings	235,551.78	
School Grounds	12,657.53	
School Furniture	89,581.47	
School Supplies	83,420.58	
Text Books	50,869.13	
Library and Reference Books	46,453.36	
Tuition Fees	160,655.17	
Conveyance	320,208.26	
Insurance	32,883.06	
Debenture Payments (Principal)	109,333.05	
Debenture Payments (Interest)	26,617.30	
Repayment of Loans (Principal)	877,980.00	
Repayment of Loans (Interest)	4,873.47	
Other Expenditures	226,274.32	
Total Expenditures for operation of Schools		<u>\$ 5,985,544.03</u>
(c) Payments made on liabilities assumed by Divisions on Organizations	93,944.81	93,944.81
Balance on hand October 31st, 1943	471,474.12	471,474.12
		<u>\$ 6,755,571.99</u>

TABLE 26

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF TOWN, VILLAGE AND RURAL SCHOOLS FOR THE YEAR 1943

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1943	\$ 596,648.16	\$ 400,658.62
Proceeds of Debentures	33,543.23	15,000.00
Taxes Collected	5,454,007.26	4,218,247.67
Government Grants	617,410.77	1,526,196.63
Borrowed by Note	247,731.88	808,875.15
Tuition Fees	166,674.01	14,068.88
Sale of Supplies	11,064.86	43,371.97
Other sources	94,986.66	261,119.43
	<u>\$7,222,066.83</u>	<u>\$7,287,538.35</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,660,100.17	\$3,275,806.23
Official Salaries	129,917.90	146,904.38
Paid on Debentures	620,095.84	139,917.49
Paid on Notes (Renewals and Interest)	250,418.77	891,943.83
Caretaking and Supplies	381,254.96	217,716.84
Fuel and Light	244,117.09	251,197.40
School Buildings	281,235.70	463,752.50
School Grounds	35,197.83	17,647.69
School Furniture	35,406.76	136,672.10
Supplies	182,458.27	127,643.76
Library and Reference Books	25,491.99	98,132.29
Tuition Fees	17,079.87	163,120.16
Conveyance	102,135.79	321,630.72
Insurance	33,125.37	33,973.50
Other Expenditures	427,785.71	442,369.93
Balance on hand December 31st, 1943	796,245.41	559,109.53
	<u>\$7,222,066.83</u>	<u>\$7,287,538.35</u>

School Divisions are included under the heading of Rural Schools. A few Towns and Villages are included in Divisions. The Fiscal Year in School Divisions ends on October 31st.

TABLE 27

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1943

ASSETS	Town and Village Districts	Rural Districts
Cash on hand December 31st, 1943	\$ 796,245.41	\$ 559,109.53
Land and Buildings	14,406,282.41	6,880,126.21
Furniture and Equipment	1,699,957.11	1,603,215.32
Library and Text Books	123,019.77	270,439.82
Balance due on Requisitions in Non-Collecting Districts	277,484.26	418,844.71
Arrears of Taxes in Collecting Districts	1,642,210.51	71,513.72
Other Assets	996,212.56	480,482.59
	<u>\$19,941,412.03</u>	<u>\$10,283,731.90</u>
LIABILITIES		
Teachers' Salaries	\$ 5,112.40	\$ 62,860.97
Official Salaries	591.20	1,655.61
Loans	111,178.89	753,118.08
Debentures not yet due	5,261,970.38	491,123.17
Overdue Debentures	95,021.93	136,955.93
Other Liabilities	266,032.24	222,667.66
Excess of Assets over Liabilities	14,201,504.99	8,615,350.48
	<u>\$19,941,412.03</u>	<u>\$10,283,731.90</u>

DEPARTMENT OF EDUCATION

TABLE 28
STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1943

ASSETS	
Cash on hand December 31st, 1943	\$ 1,355,354.94
Land and Buildings	21,286,408.62
Furniture and Equipment	3,303,172.43
Library and Reference Books	393,459.59
Balance due on Requisitions in Non-Collecting Districts	696,328.97
Arrears of Taxes in Collecting Districts	1,713,724.23
Other Assets	1,476,695.15
	<u>\$30,225,143.93</u>
LIABILITIES	
Teachers' Salaries	\$ 67,972.37
Official Salaries	2,246.81
Loans	864,296.97
Debentures not yet due	5,753,093.55
Overdue Debentures	231,977.86
Other Liabilities	488,700.90
Excess of Assets over Liabilities	22,816,855.47
	<u>\$30,225,143.93</u>
Total Insurance on Property	<u>\$22,034,057.50</u>

TABLE 29
COMPARATIVE COST OF EDUCATION

	1933-34	1942-43	1943-44
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	55.03	68.10	73.39
Cost per pupil per year according to average attendance	66.80	84.33	87.11
Average cost per pupil for each day in attendance	.337	.432	.466
IN SCHOOL DIVISIONS:			
Cost per pupil per year according to enrolment		61.59	67.27
Cost per pupil per year according to average attendance		79.43	82.07
Average cost per pupil for each day in attendance		.409	.445
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	62.35	75.19	80.14
Cost per pupil per year according to average attendance	72.91	89.35	92.46
Average cost per pupil for each day in attendance	.371	.456	.489
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	50.36	61.90	65.17
Cost per pupil per year according to average attendance	59.13	73.98	75.73
Average cost per pupil for each day in attendance	.301	.375	.403
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	77.81	89.17	95.88
Cost per pupil per year according to average attendance	88.35	104.02	109.88
Average cost per pupil for each day in attendance	.456	.539	.577
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	70.68	81.71	89.16
Cost per pupil per year according to average attendance	84.38	97.39	103.26
Average cost per pupil for each day in attendance	.428	.508	.552

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1913	\$ 8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	50.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.22	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1937-38	10,659,155.95	9,481,590.00	56.95	70.22
1938-39	11,172,187.34	9,666,965.00	59.22	68.12
1939-40	11,973,979.83	9,969,042.00	60.82	71.28
1940-41	12,623,188.79	10,293,506.00	62.98	76.03
1941-42	11,616,548.88	10,404,404.00	64.46	75.54
1942-43	13,076,690.26	10,726,651.00	68.10	84.33
1943-44	13,154,250.24	11,155,097.00	73.39	87.11

TABLE 31

TEACHERS' SALARIES 1943-44 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic Male	64	\$3,917.00	\$1,160.00	\$2,441.56
Academic Female	51	3,267.00	900.00	2,233.35
High School Male	66	3,360.00	1,200.00	1,827.12
High School Female	88	2,826.00	1,020.00	1,584.09
First Class Male	627	3,970.00	920.00	1,813.47
First Class Female	1,373	3,267.00	900.00	1,362.04
Elementary and Intermediate, Male	167	2,475.00	900.00	1,226.02
Elementary and Intermediate, Female	1,717	1,984.00	900.00	1,029.08
Second Class Male	157	2,950.00	900.00	1,305.05
Second Class Female	916	2,175.00	900.00	1,200.01
War Emergency Male	32	1,200.00	900.00	961.41
War Emergency Female	284	1,200.00	900.00	916.70
Third Class Male	1	1,230.00	1,230.00	1,230.00
Third Class Female	2	1,380.00	950.00	1,165.00
Letter of Authority (Male)	11	1,350.00	900.00	1,056.36
Letter of Authority (Female)	129	1,500.00	900.00	1,011.19
Special Male	80	2,950.00	1,200.00	2,481.36
Special Female	59	2,683.00	900.00	1,907.87

Teachers having a letter of Authority are either Alberta Teachers whose certificates have lapsed due to absence from the Profession, or are teachers holding certificates from neighbouring provinces. They are all experienced teachers.

DEPARTMENT OF EDUCATION

TABLE 32
AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1943-44	Salaries, 1942-43	Salaries, 1943-44
Average Salary per year paid in Divisions	3,491	\$ 972.38	\$1,076.63
Average Salary per year paid in Rural Schools not included in Divisions	47	914.22	1,057.04
Average Salary per year paid in City and Town Schools	1,441	1,695.71	1,756.57
Average Salary per year paid in Village Schools	496	1,209.84	1,319.42
Average Salary per year paid in Separate Schools	187	1,200.35	1,362.13
Average Salary per year paid in Consolidated Schools	162	1,198.02	1,279.81
Average Salary per year paid in all Schools	5,824	1,196.17	1,298.32
Average Salary per year paid in Urban Schools	2,286	1,509.82	1,595.23

Some schools and divisions have reported the salaries only, omitting the cost of living bonus where such has been paid. It is possible therefore that salaries, particularly in rural areas, are slightly higher than shown above.

TABLE 32(a)
TABLE SHOWING NUMBER OF TEACHERS AND SALARIES PAID IN ALBERTA SCHOOLS DURING THE YEAR 1943-44

Salaries Between	Teachers			Salaries Between	Teachers		
	Male	Female	Total		Male	Female	Total
900- 949	50	890	940	2,450-2,499	8	4	12
950- 999	18	413	431	2,500-2,549	17	4	21
1,000-1,049	39	546	585	2,550-2,599	18	3	21
1,050-1,099	40	485	525	2,600-2,649	8	1	9
1,100-1,149	62	482	544	2,650-2,699	7	3	10
1,150-1,199	41	271	312	2,700-2,749	5	2	7
1,200-1,249	57	246	303	2,750-2,799	4		4
1,250-1,299	53	196	249	2,800-2,849	1	3	4
1,300-1,349	51	174	225	2,850-2,899	4	3	7
1,350-1,399	46	114	160	2,900-2,949	7	16	23
1,400-1,449	49	106	155	2,950-2,999	6		6
1,450-1,499	42	61	103	3,000-3,049	25	6	31
1,500-1,549	45	71	116	3,050-3,099	7	2	9
1,550-1,599	44	58	102	3,100-3,149	6	3	9
1,600-1,649	43	57	100	3,150-3,199	7	2	9
1,650-1,699	47	30	77	3,200-3,249	12	8	20
1,700-1,749	39	37	76	3,250-3,299	10	4	14
1,750-1,799	32	36	68	3,300-3,349	5		5
1,800-1,849	32	69	101	3,350-3,399	2		2
1,850-1,899	23	61	85	3,400-3,449	1		1
1,900-1,949	33	32	65	3,450-3,499	2		2
1,950-1,999	16	34	50	3,500-3,549	1		1
2,000-2,049	23	26	49	3,550-3,599			
2,050-2,099	20	20	40	3,600-3,649			
2,100-2,149	11	12	23	3,650-3,699	2		2
2,150-2,199	11	9	20	3,700-3,749			
2,200-2,249	10	5	15	3,750-3,799			
2,250-2,299	14	3	17	3,800-3,849	3		3
2,300-2,349	10	4	14	3,850-3,899			
2,350-2,399	13	3	16	3,900-3,949	3		3
2,400-2,449	16	4	20	3,950-3,999	3		3

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1944 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	156	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,315.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,851	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,643	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	86,468.30	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.09	4,218	2,624	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,543	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,468,014.29	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	191	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,922,920.05	224,971.07	9,990,949.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,122.17	*50,179.18	5,213,011.25	5,320	3,201	86	18,055,485.21	301,364.86	12,558,563.17
1922	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,442,012.68	337,581.11	13,294,175.25
1923	67,730	80,315	44,110.73	61,253.16	5,411,688.95	5,659	3,388	27	18,068,293.97	337,289.08	14,580,843.29
1924	67,455	79,918	44,138.26	61,713.88	5,443,247.93	5,727	3,409	27	18,379,211.58	364,403.00	15,415,397.14
1925	68,175	79,621	44,709.30	63,170.36	5,477,156.27	4,864	3,431	22	18,651,314.66	366,113.20	17,270,654.21
1926	73,942	80,438	46,009.79	64,918.03	5,640,218.58	5,135	3,463	40	19,028,647.66	363,982.08	17,135,184.00
1927	76,081	83,005	49,826.69	65,299.09	5,898,839.00	5,380	3,515	50	19,689,044.57	369,992.98	17,982,511.66
1928	77,665	83,005	51,470.05	67,613.96	6,243,085.22	5,815	3,571	59	20,957,119.68	379,106.19	18,618,336.17
1929	79,335	87,185	53,803.64	69,678.29	6,586,973.98	5,827	3,640	75	22,399,686.67	381,024.94	19,606,227.19
1930	88,741	97,809	57,809.26	74,763.75	6,847,412.54	5,705	3,720	81	22,899,361.43	377,499.52	20,850,105.71
1931	88,614	97,286	57,226.27	75,446.72	6,741,826.03	5,844	3,755	40	23,251,971.83	381,971.83	21,676,640.17
1932	89,357	98,357	62,769.84	76,883.34	6,406,996.78	5,760	3,788	35	23,991,961.43	378,338.70	21,811,741.41
1933	81,438	88,061	64,210.35	75,625.98	5,734,956.41	5,650	3,734	30	18,424,568.96	368,557.93	19,358,778.66
1934	84,099	87,247	66,299.76	71,570.14	5,613,780.88	5,912	3,766	32	20,491,602.43	358,234.93	22,226,912.37
1935	83,858	83,335	63,213.42	71,440.05	5,668,078.81	5,911	3,812	53	18,777,598.98	362,187.78	21,387,642.06
1936	84,090	83,860	63,467.96	69,541.72	5,664,072.03	6,030	3,859	40	20,391,512.75	364,279.13	23,496,238.54
1937	82,668	82,991	65,062.24	69,641.16	5,893,852.44	6,130	3,926	56	18,004,290.00	356,519.44	20,756,827.94
1938	82,468	80,773	67,464.39	70,100.31	6,000,869.71	6,173	3,992	33	18,444,692.16	372,547.51	19,860,197.48
1939	82,065	80,287	68,999.28	70,727.46	6,376,876.24	6,176	3,992	24	20,936,080.47	351,475.12	21,208,944.69
1940	84,165	79,260	67,847.78	70,887.19	6,492,184.27	6,290	4,008	20	21,522,255.78	337,156.12	21,620,869.84
1941	83,723	77,486	69,842.82	67,537.90	6,004,415.81	6,388	4,005	8	22,004,852.88	388,091.41	22,322,532.17
1942	79,470	78,036	61,550.90	67,635.68	6,870,176.68	6,336	4,001	9	21,324,852.42	392,143.28	22,143,592.96
1943	77,593	74,392	63,519.59	65,662.81	6,935,906.40	6,490	4,008	8	21,286,408.62	393,459.59	22,816,855.47
1944				65,662.81			4,012	7			

*For the June Term only.

DEPARTMENT OF EDUCATION

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1944

Name	No.	Date of Establishment	Township	Range	Meridian
Sun View	4912	April 6th	71-72	17	4th
Rock Valley	4913	May 12th	58-59	8	4th
Imperial Colony	4914	June 30th	21-22	12-13	4th
Rosalda	4915	October 13th	69-70	15-16	4th
East Prairie	4916	October 17th	70-71-72	14-15	5th
Malta	4917	December 21st	14-15	12-13	4th
St. Bernadette	R.C.S.34	September 30th	58-59	12.13	4th

SCHOOL DISTRICTS DISSOLVED DURING 1944

Number	Name	Date of Dissolution
R.H. No. 9	FAIRVIEW Rural High	September 12th
R.H. No. 10	BERWYN Rural High	January 11th
R.H. No. 16	Duchess Rural High	August 1th
Cons. No. 22	SUNDIAL Consolidated	February 1st
S.D. No. 2048	Newman	April 25th
S.D. No. 3722	GROUARD	September 12th

TABLE 35
REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING
JULY 15th, 1944

Number of Colleges Reporting 28

	Male	Female	Total
Number of Teachers in residence	40	50	90
Number of teachers not in residence	17	28	45
Number of Pupils in residence	752	974	1,726
Number of Pupils not in residence	480	1,561	2,041
Number of Pupils also enrolled in publicly controlled schools	88	290	370
Number of Pupils doing work of Elementary Grades	504	814	1,318
Number of Pupils doing work of Intermediate Grades	337	422	759
Number of Pupils doing work of High School Grades	302	518	820
Number of Pupils doing special work only	89	781	870

Total enrolment	3,767
Average Attendance	3,378.26
Length of course in years	3 to 14 years
Average number of days school operated	189.5
Schools under control of:	
(a) Church	10
Corporation	7
Society	2
Private Individuals	9
(b) Religious Denominations	19
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1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete each task.

4. The fourth step is to implement the plan. This involves assigning tasks to team members, setting deadlines, and monitoring progress to ensure that the project is on track.

5. The final step is to evaluate the results of the project. This involves comparing the actual outcomes with the objectives and goals to determine the effectiveness of the project and identify areas for improvement.

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